

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME 6/7/65		DATE RECEIVED	
A. PUBLICATION DATA							
1. ERIC NUMBER ED000696		2. ORIGINATOR CONTROL NO(S) 8140		3. IDENTIFICATION NO.		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): Ogletree, James et al.						MICROFILM COPY AVAILABLE YES ☒ NO ☐	
5. TITLE OF DOCUMENT ABSTRACTED: Program of Experimentation in Preparing Educational Supervisors						COPYRIGHT GRANTED YES ☐ NO ☒	
6. PUBLICATION TITLE: Bulletin of the Bureau of School Service (College of Education, University of Kentucky)						COPYRIGHT RELEASE FILED YES ☐ NO ☐	
7. EDITOR(S): N.A.				8. PLACE OF ORIGIN ORG. Univ. of Ken. ST. Lexington, Ky. CITY, STATE TELE. EXT. INST/LOC CODE		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐	
9. PUBLISHER OR SOURCE University of Kentucky						OTHER ERIC REFERENCES:	
10. VOL. XXXIV	11. PAGES 1-148	12. MO./YR. June. 62	13. TOTAL PP. 148	ERIC SATELLITE CODE			
B. INDEXING DATA							
14. SUBJECT AREA				15. TYPE OF ENDEAVOR experimental study report			
16. INDEXING TERMS (8-12)							
teacher edu.		supervision		learning			
professional edu.		higher education					
public schools		programs					
17. ABSTRACT (MAX. 250 WORDS)							
A report dealing with a 4-year experiment in improving the quality of programs for the preparation of public school supervisors. The project, partially supported by the Fund for the Advancement of Education, was conducted by the College of Education of the University of Kentucky and Berea College, in cooperation with other colleges and agencies. The experiment produced considerable evidence that such programs can become effective through the use of extended internships, better application of the growing body of knowledge concerning learning, more effective application of knowledge from the related disciplines, and more intensive effort.							
ERIC No. 18. SOURCE OF ABSTRACT							
C. FUNDING DATA							
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.	
				22. TOTAL COST OF PROJECT		PROJECT NO.	
				23. DURATION OF PROJECT		U.S. Department of Health, Education, and Welfare Office of Education	

Program of Experimentation in Preparing Educational Supervisors

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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ED000696

VOL. XXXIV JUNE 1962 NUMBER 4
BULLETIN OF THE BUREAU OF SCHOOL SERVICE
College of Education, University of Kentucky, Lexington

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Entered as second-class matter October 24, 1928, at the post office at Lexington, Kentucky, under the Act of August 24, 1912. Published quarterly by the University of Kentucky, Lexington, Kentucky. Price \$1, postpaid.

Program of Experimentation in Preparing Educational Supervisors

A Report of
A Project in Improving the Quality of Preparation Programs for
Educational Supervisors
Partially Supported by the Fund for the Advancement
of Education
1957-1961

by

James Robert Ogletree Co-Director
Pat Waterfield Wear Co-Director
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VOL. XXXIV JUNE 1962 NUMBER 4
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PREFACE

For the past four years the College of Education of the University of Kentucky and Berea College, in cooperation with other colleges and agencies, have been conducting an experimental project in the preparation of public school supervisors.

On behalf of the College of Education, I would like to express appreciation to many people for their cooperation in making this experimentation so successful.

President Francis S. Hutchins of Berea College and President Frank G. Dickey of the University of Kentucky supported the project by assisting in securing funds, and both gave encouragement and assistance to those who worked directly in the project. I especially commend Berea College for its recognition of the need for more effective public school leadership and its eager participation in working to remedy the situation.

Eastern Kentucky State College, Morehead State College, and the Kentucky State Department of Education each rendered valuable assistance, both in terms of guidance and actual cooperative effort in the participating school systems.

It is not always easy to find school systems and school leaders who are willing to conduct experiments and seek to find new ways of doing things in education; therefore, the superintendents and principals of the cooperating school districts, as well as the supervisors who were in the program, deserve our commendation for their willingness to search for new ideas.

The Division of Administration and Supervision of the College of Education worked untiringly in searching for new ideas to assist them in the development of the PEPES program. While it is true that these staff members opened the way in a general sense, all those previously mentioned in this preface were willing to test, expand and refine ideas as they emerged. Certainly, however, without an excellent project staff to implement the ideas not much could have been accomplished.

In addition to the appreciation expressed above, I would like to add an expression of hope that other institutions will test this method of working in planning programs and in preparing other school leaders.

It is recognized that the evaluations made here in the description of the project are largely subjective. Considering the kind of infor-

mation and the method of work appropriate to such a project it appears unlikely that objective data alone could validate statistically, much less interpret meaningfully, the findings and conclusions appropriate in such an investigation. Subsequent reports on the study will provide more detailed information. It is believed by all of those who worked in the project that the techniques developed and the processes which followed hold great promise for the development of preparation programs for the future.

—LYMAN V. GINGER, Dean
College of Education
University of Kentucky

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INTRODUCTION

This is a report of a four year experimental program in the preparation of educational supervisors. From 1957 to 1961, Berea College and the University of Kentucky were engaged in experimentation seeking improved processes and procedures for more adequate preparation of school supervisors. This venture was partially financed by the Fund for the Advancement of Education.

This report is somewhat lengthy and detailed. However, it is simply the story of how a group of people went about designing and developing a rather unique experimental project. It is hoped that the story will enable the reader to experience vicariously the excitement, problems, success and failure, of people involved in attempting something new in professional education. So that the reader may more easily conceptualize the four year framework of organization, and the two year segments in which each of the three groups of supervisors participated, the following time graph is presented.

	1957	1957-58	1958	1958-59	1959	1959-60	1960	1960-61
Group 1	Summer	Intern-ship	Summer	Intern-ship				
Group 2			Summer	Intern-ship	Summer	Intern-ship		
Group 3					Summer	Intern-ship	Summer	Intern-ship

Many people contributed to this experimental program. Dr. A. D. Albright, then Chairman of the Division of Administration and Supervision, College of Education, University of Kentucky, was instrumental in initiating the project. Miss Blenda Proudfoot, an original staff member who served for two years, and Dr. Russell Renz, who was on the staff for one year, did much to shape the early development of the project. Perhaps the greatest contribution was made by the thirty-eight supervisors who gave generously of their time and themselves to improve the quality of supervisor preparation. Their contributions and support will not soon be forgotten by the project staff. These supervisors were:

Hugh C. Adams, Jr. Jessamine County Schools
 Ray Alexander Shelby County Schools
 Maxine D. Bigstaff Montgomery County Schools
 Alta Blair Clay County Schools
 Ruby Bohanan Boyle County Schools

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William Bolton	Bourbon County Schools
Dorothy Caldwell	Boone County Schools
Alma Faye Campbell	Perry County Schools
Odell Campbell	Wayne County Schools
Billie D. Cawood	Harlan County Schools
George A. Cordell	Somerset City Schools
Charity Cowan	Erlanger City Schools
Estill Davidson	Laurel County Schools
Edith Denny	Penidleton County Schools
Mary Ann Dunbar	Adair County Schools
Sallie M. Dyer	Clinton County Schools
Finnell L. Fields	Bracken County Schools
Mildred W. Hale	Russell County Schools
O. Floyd Hall	Bardstown City Schools
Alice C. Harned	Bullitt County Schools
Elizabeth B. Howard	Woodford County Schools
Kathryn S. Johnson	Oldham County Schools
Robert L. Jones	Whitley County Schools
Virginia H. Jones	Rockcastle County Schools
Ercie T. Judd	Lee County Schools
Estill McIntyre	Hazard City Schools
Wanda R. Maxey	Fleming County Schools
James P. Melton	Bourbon County Schools
Minnie Pearl Miller	Hardin County Schools
Mabel A. Moore	Frankfort City Schools
Bethel C. Ritchie	Knott County Schools
H. C. Rose	Wolfe County Schools
Paul Sebastian	Madison County Schools
Columbus Sexton	Letcher County Schools
Cleo Stamper	Letcher County Schools
Loma S. Taylor	McCreary County Schools
Frank Vermillion	Winchester City Schools
Opal S. Vincent	Kenton County Schools

The project staff is indeed grateful to the many other people who helped to make this experimental effort possible. We especially extend our appreciation to our parent institutions, Berea College and the University of Kentucky, for providing the climate and freedom so necessary for an undertaking of this kind. To the Fund for the Advancement of Education we are grateful for the financial support which enabled us to explore a new frontier. The Kentucky State Department of Education, Morehead State College, and Eastern Kentucky State College made significant contributions, and we salute them. The Kentucky Association for Supervision and Curriculum Development, and the Kentucky Association of Educational Supervisors gave support, encouragement, and assistance. And, certainly, we are appreciative of the participation of many people from the thirty-eight school systems, particularly the superintendents

and boards of education who granted their supervisors considerable freedom to work in the project.

In a sense, all educational processes are experimental. The story we relate in this report, the findings we present, in fact our whole purpose for this report are directed toward encouraging and helping other institutions and other people embark upon additional experimentation in the vast unknown frontier of education.

FRED EDMONDS
JEANETTE MOLLOY
JAMES R. OGLETREE
PAT W. WEAR



CHAPTER ONE

BACKGROUND, PHILOSOPHICAL MOORING, AND OPERATIONAL DECISIONS AFFECTING THE EXPERIMENTATION

In 1957, the Fund for the Advancement of Education made a substantial grant to Berea College and to the University of Kentucky for the purpose of developing a more effective preparational program for educational supervisors.

This project had its roots in the past efforts and concerns of each of the two institutions. From 1953 through 1957, Berea College had been engaged in the Rural School Improvement Project (RSIP). Financed by a grant from the Fund for the Advancement of Education, this project's general purpose "... was to apply on a large scale the principles of school improvement which had been learned from earlier experiences in counties worked

with previously."¹ More specifically, the purpose was to improve the total county school program through the cooperation of the better qualified teachers and their helping teachers with the superintendents and supervisors.²

Throughout the Rural School Improvement Project, the staff increasingly recognized and emphasized the importance of supervision as the means for improving school programs. In its final report, the need for more and better prepared supervisors was stressed in the following statement:

Many supervisory positions could not be filled in the RSIP area by qualified persons. Current demands for permanent supervision were, in many cases, an outgrowth of the RSIP activities. Such interest indicates that supervisory programs are becoming of greater concern.³

The RSIP staff, at the close of the Project, concluded that increasing the number of supervisors through improved programs of preparation was one of Kentucky's most imperative needs. They unanimously agreed that their experience in RSIP pointed up the inadequacies of their own preparation as supervisors. Consequently, they urged the permanent staff of Berea College to initiate experimentation toward developing more effective programs of preparation for educational supervisors.

The staff within the College of Education at the University of Kentucky had also had a long series of experiences which both supported Berea College's concern and suggested a type of experimentation which would complement their own research studies.

Since 1950, the Division of Administration and Supervision had received two consecutive grants from the W. K. Kellogg Foundation to conduct experiments in the general area of educational leadership. The first of these was formally initiated in 1951 and was completed in 1955. This "Interdisciplinary Approach to Educational Leadership" project sought to improve both methods and content areas available to those preparing for leadership positions. In reporting on this study, Meece and Eckel state:

Various research studies indicate that the personal qualities of educational leaders—their attitudes, their purposes, and their relationships with other people—were more closely correlated to success on the job than

¹ Buckland, Roscoe V., Editor, *Rural School Improvement Project Report*, 1953-57, Berea College, Berea, Kentucky, 1958, p. 27.

² *Ibid.*, p. 27.

³ *Ibid.*, p. 102.

were technical information, technical skills, and even intelligence as measured by traditional intelligence test. These studies indicated clearly to the staff that the focus of the preparation program then in operation was directed toward some of the less important aspects of success rather than on those aspects shown to be the most basic to the success of the educational leader.⁴

The second project (1955-60) was concerned with designing and implementing teaching methods which would be compatible with the development of those personal and professional characteristics identified by earlier research as most important for a school leader's success. As stated in the proposal to the Kellogg Foundation, the basic purposes of this project were:

... to test methods of preparing educational leaders, particularly the use of interdisciplinary resources, and to make revisions in the preparation program which this experimentation indicates to be appropriate.⁵

In this project, six separate three-credit-hour courses were reorganized into two blocks of experiences, each offered for nine hours of credit and arranged so that the students remained in continuous session for a half-day period in each. Informality was envisioned as the key to the problem-solving method of teaching. The instructors strove for full acceptance into the group membership. To simulate reality, the class attacked problems stemming from the real-life experiences of the students.

The emphasis in both blocks of experiences was:

... on people rather than subject matter to be learned, on the development of insights and understandings rather than on mere acquisition of knowledge. Constantly in the foreground was the idea that leadership means working effectively with people and that team work is an effective key to many of the problems which arise in the management of a school or school system.⁶

Both of these Kellogg-sponsored projects had been concerned with the pre-service preparation of educational leaders. Such preparation emphasized on-campus preparation supplemented by field experiences. The project staff recognized the desirability of reversing this emphasis by focusing primarily upon field experiences

⁴ Meece, L. E., Eckel, H. C., *Experimentation in Preparing School Leaders* (Bulletin, Bureau of School Service, University of Kentucky, Lexington, Kentucky, Vol. 23, No. 4, June, 1961), p. 6.

⁵ *Ibid.*, p. 6.

⁶ *Ibid.*, p. 41.

—"an internship"—supplemented by an organized program on campus.

Consequently, since Berea College had no graduate program and saw no need for creating one, the Berea staff explored their concern over the preparation of educational supervisors with the staff of the University of Kentucky. From these explorations was born the basic idea for a Program of Experimentation in Preparing Educational Supervisors, which would attempt to incorporate the assumptions and procedures established in the previous experimentations at the University into a preparational program which placed major emphasis upon actual on-the-job experiences. The two institutions presented a joint proposal to the Fund for the Advancement of Education for financial support of such a project.

The two institutions realized that such an undertaking would be more clearly defined, and thus be more likely to succeed, through the advice and counsel of interested and well-informed persons representing other educational agencies within the state. Consequently, the basic idea was examined with individuals and groups in the State Department of Education, the Advisory Committee to the Council of Public Higher Education, the Kentucky Association for Supervision and Curriculum Development, and the Kentucky Association of Educational Supervision. These expressed interest, many productive suggestions and a willingness to cooperate. Without exception, there seemed to be a feeling that such experimentation would be beneficial to education in Kentucky.

The Proposal

In February, 1957, Berea College and the University of Kentucky submitted a formal proposal to the Fund for the Advancement of Education for a cooperative project in preparing educational supervisors. The proposal was carefully analyzed by the Fund's staff. After subsequent correspondence and conferences between the Fund and the two institutions, a grant was made in May of 1957.

As stated in the proposal, the purposes of the project would be:

1. To develop and promote organized programs of supervision which would:
 - a. train a group of capable supervisors
 - b. improve total school staffs and school programs through supervision
 - c. discover and develop techniques and procedures of supervision especially adapted to rural areas

- d. work with the whole school staff of a county instead of individual teachers and schools.
2. To explore the possibility of developing internships in supervision at both the pre- and in-service levels.
3. To ascertain the role of the supervisor, the teacher, and the administrator in increasing the supply of teachers.
4. To determine methods and procedures in the selection and utilization of superior teachers in a school system.
5. To ascertain more adequately the competencies demanded of supervisors and to develop a more adequate set of experiences for the training of supervisors.
6. To gain field experience and research data to be channelled into the State Department of Education and colleges and universities concerned with the training of supervisors, as well as directly into supervisory situations at the local levels.

The proposal further delineated the project by describing a general organizational plan which included:

1. A Planning and Evaluating Committee to develop over-all policies, procedures and evaluational procedures. This committee was to be composed of the co-director, Berea College; co-director, University of Kentucky; a member of the State Department of Education; one additional member from Berea College and the University of Kentucky; one member each from Morehead State College, Eastern State College, Kentucky Association of Supervision and Curriculum Development, and the Kentucky Association of Educational Supervisors.
2. An inter-institutional arrangement whereby Berea College would serve as the fiscal agent and would appoint a co-director who would have general over-all responsibility for the project. The University of Kentucky would appoint a co-director who would have the specific responsibility for planning and co-ordinating the preparational program developed within that institution.
3. A selection committee to be appointed by the co-directors and the Planning and Evaluating Committee for the purpose of screening and selecting participants.
4. The employment of three full-time coordinating supervisors to complete the project's staff. These persons would be the liaison between the field activities and other facets of the project. They were to live in a geographic center and work with five or six interns the first year, ten or eleven the second, and five or six the final year of the project.
5. The selection of participating school districts, which would be made on the basis of geographic location in the eastern part of the state, need for improved supervisory services, and willingness to participate fully in all aspects of the experimentation.
6. The initiation of the three-year project in June, 1957, with the selection of sixteen supervisor-interns (students) to participate for the first two years. A second group of approximately sixteen was to be selected and admitted in June, 1958. Each of the approximately thirty-two super-

visor-interns was to receive a nominal scholarship to help defray some of the expenses incurred by participating.

7. The following general organizational framework within which preparational experiences were to be provided:
 - a. an initial summer's seminar—6-9 semester hours
 - b. the first year's internship—3 hours per semester
 - c. a second summer's work on campus—6-9 semester hours
 - d. the second year's internship—3 hours per semester

The proposal concluded with the following statement:

We believe that the proposed project will result in the creation of a new program for training supervisors and that the steps listed below might well emerge following the initial experimentation:

1. There would be a radical change in the curriculum for the preparation of supervisors at the University of Kentucky.
2. The State Department of Education would revise certification laws for supervisors by the State Department of Education.
3. There would be created a reservoir of trained college personnel for the perpetuation of the preparational aspects of the project.
4. There would evolve a core group of supervisors in the field around which to build a stronger program of internship training over the entire state.
5. Supervising coordinators would be developed and supported by the colleges and State Department of Education for off-campus in-service activities to aid in the development and improvement of supervisors both old and new.
6. The University of Kentucky and (possibly) other state colleges would expend additional sums for training supervisors due to the recognition of the fact that supervisors cannot be cheaply trained and still be adequately prepared.
7. Additional scholarships in supervision would be developed by the University of Kentucky and other state colleges engaged in training supervisors.
8. Financial support for more experiments by teachers and school staffs would be borne now and in the future by local school districts.
9. The coordination of supervision preparation would be accepted by the State Department of Education and/or state colleges.
10. A more adequate recruitment program and plan for selection would be continued by the institution concerned.
11. Summer consultant responsibility would be accepted by the colleges, University of Kentucky, State Department of Education, and the state supervisors' organization.
12. Mid-year conferences would be set up to evaluate and plan for improved programs of supervisor preparation to be accepted by the State Department of Education.
13. A planning and evaluating committee for continued study and experimentation in supervision could be promoted under the sponsorship of the State Department of Education.

In February, 1959, the Fund for the Advancement of Education granted the institutions permission to extend the project for an additional year. Thus the study ultimately included three rather than two groups of supervisors and lasted for four rather than three years.

Beliefs, Assumptions and Operational Decisions

As indicated previously, the project's proposal set forth basic purposes and a general operational framework. Implied, but not stated, were certain basic assumptions and operational procedures. Therefore, the project's staff was charged with the responsibility of identifying those assumptions which seemed most valid upon which to develop a program of preparation. Secondly, the staff was also to establish operational procedures to implement a preparational program which would be consistent with the underlying assumptions.

Since the grant was made in May, 1957, and the project was to be inaugurated in June, the newly appointed staff was under pressure to act with dispatch. The staff members had never worked together prior to this appointment to the project. Consequently, their first task was that of reaching certain agreements, recognizing that these would be altered as the project developed. As will be evident throughout this report, the assumptions accepted at this time remained constant, but the operational procedures were altered considerably as the staff increased their own understandings and skills and profited from the feed-back from the supervisor-interns.

General Philosophical Belief

Drawing heavily upon their own experiences, and upon the experiences and research of the staff of the Division of Administration and Supervision at the University of Kentucky, the project staff agreed that the general philosophical and psychological foundations of the research of the latter staff best represented their own positions.⁷ While not committing a statement of beliefs to paper at the start, the staff agreed orally to utilize the basic tenets of the perceptual theory of human behavior as the framework

⁷ *Ibid.*, pp. 9-24.

within which to develop the project. In essence, the commitment was to a fundamental belief that people behave in a way consistent with their perceptions of themselves, other people, and the world in which they live. Behavior, then, becomes a consequence of perception; therefore, to modify behavior, perceptions must first be altered.

The staff also agreed that research indicated that perceptions were formed as a consequence of an individual's experiences in behaving and observing the way other people behave toward him. Regardless of the accuracy of the interpretations of these experiences, these perceptions constitute the individual's world of reality and, consequently, determine his behavior within that world. Therefore, a person's perceptions are modified only as a consequence of abstracting new interpretations from new experiences.

The work of many people, particularly those of Carl Rogers and Abraham Maslow, seemed to indicate that perceptions could best be modified through experiences which provided the following conditions for learning:

1. Freedom from compulsion to accept another person's view
2. Freedom and encouragement to explore the directions which are immediately meaningful
3. Opportunity and assistance to examine perceptions of one's past and present experience
4. Opportunities for and encouragement of independent thinking and planning
5. Assistance and encouragement of people to become responsible for their own behavior
6. Provision for time to explore and discuss widely and deeply the concerns and beliefs of self and others
7. Emphasis on learning rather than on acquiring the symbols of learning
8. Opportunities and assistance to become acquainted with important facts and tools related to the school leadership function
9. Opportunities in individual and group explorations to use available resources.⁸

In brief, the staff of the Program of Experimentation in Preparing Educational Supervisors (PEPES) concurred that the project should be developed on beliefs and assumptions drawn from the perceptual theory of psychology and supported by the prior research of the Division of Administration and Supervision.

⁸ *Ibid.*, p. 23.

Assumptions and Operational Decisions

Generalized verbal agreements do not make a program of preparation. Initiating the project necessitated the tentative acceptance of assumptions and the making of operational decisions consistent with the staff's interpretation of the proposal and their beliefs about preparation. The reality of time and the staff's feelings of unity tended to eliminate an initial necessity for developing a written statement of these. However, the story of their development and refinement is in the report of the staff's work with each of the three groups.

Below are those assumptions and operational decisions to which the staff orally agreed, prior to the actual initiation of the project:

1. Assumption:

The six purposes stated in the proposal could best be achieved through the development of a preparational program for supervisors which would apply and extend current understandings of human behavior and of the supervision function and which would be modified as new knowledges, understandings and skills emerged.

Operational Decision:

To incorporate the project's purposes as concomitants into the single purpose of developing a comprehensive program of preparation for supervisors.

2. Assumption:

A written set of beliefs and assumptions and a written research design would tend to prescribe a form of rigidity for staff behavior and preparational activities and thus limit the potential of the project.

Operational Decision:

To begin implementing and developing a preparational program in a manner as consistent as possible with the staff's present beliefs and to attempt to refine these as data and experience dictated.

3. Assumption:

The development of a more adequate preparational program did not require new "research" in human behavior and supervision as much as it did experimentation with processes and procedures to implement a program based on research currently available.

Operational Decision:

To strive to develop and implement operational procedures consistent with current research in human behavior and supervision rather than to seek to develop new research evidence per se.

4. Assumption:

Employment as a supervisor would provide the student with real problems, needs and concerns and his school district would provide a real laboratory in which solutions could be sought, knowledges gained, and skills developed.

Operational Decision:

To develop an internship program in which the student would be

employed full-time under the preparational guidance of a project staff member and would attend periodic seminars on campus with other supervisor-interns.

5. Assumption:

Individuals enter a preparational program with varying backgrounds of experience; each possesses a different set of competencies, a different level of understandings, and unique preparational needs; and each learns and develops in his own way at his own rate.

Operational Decisions:

- a. To take each group of supervisor-interns and develop with them a series of experiences which they would identify as meaningful to them individually, and other experiences which the staff would consider meaningful to the entire group.
- b. To use the internship as an opportunity for identifying with each student his preparational needs and to develop real learning experiences to meet these needs.
- c. To use this developmental approach to preparation as an opportunity for staff to apply their beliefs and skills and to assess the consequence and thus to develop new meanings, understandings and skills.

6. Assumption:

The personal qualities of educational leaders are more closely correlated with success on the job than are technical information, skills and even traditionally measured intelligence.

Operational Decision:

To seek to develop relationships and ways of working with the students which encourage and facilitate their increasing their:

- a. motivation and interest in self-development
- b. self-direction
- c. self-confidence in their ability to work out solutions to problems
- d. ability to solve problems through cooperative efforts with others
- e. ability to acquire knowledge relevant to the solution of problems
- f. respect for the worth of others
- g. ability to work for the realization of purposes contributory to the improvement of society as the setting for individual development.

7. Assumption:

The major purpose of supervision is the improvement of instruction. Instruction is a consequence of a teacher's behavior (content, methods, etc.) with learners. Therefore, supervision is concerned with the improvement of the behavior of teachers.

Operational Decision:

To attempt to develop and demonstrate the type of behavior necessary to facilitate the acquisition of operational knowledge, skills and attitudes whereby one modifies his own behavior and thus learns how to facilitate modification in the behavior of those with whom he works.

8. Assumption:

Behavior occurs as a consequence of perceptions; hence, the modification of behavior is preceded by the modification of the perceptions one holds about himself, other people, and the world in which he lives.

Operational Decisions:

To attempt to develop a climate for learning which would provide students:

- a. Freedom to explore and develop their own values
- b. Freedom to explore interests they valued as important
- c. Freedom and opportunities to examine their own perceptions and compare them with perceptions held by fellow students
- d. Freedom and opportunities to be themselves and to respect those who differ from them
- e. Assistance in becoming responsible for their own behavior
- f. Opportunities to learn for real use rather than to learn isolated facts for a test and a grade
- g. Opportunities to use people, places, things and events as resources.

9. Assumption:

Conditions of learning are best provided when the teacher removes himself as an authority figure and attempts to facilitate rather than dominate the learning situation.

Operational Decision:

To attempt to develop and demonstrate skills in the use of procedures typically associated with student-centered teaching and group-centered leadership.

10. Assumption:

Acquisition of skill in group leadership and group membership is best achieved when a person participates over a long period of time with a group in whom he has confidence and from whom he has no fear of ridicule.

Operational Decision:

To behave so that students' interests and needs are the foci of content and the responsibility for developing solutions shifts from the staff to the students, hence necessitating the emergence of leadership from within the group itself.

11. Assumption:

Institutional arrangements could be made so that successful participants could earn either a master's degree, an educational specialist degree, or no degree, depending upon the individual's level of achievement and his purposes as he entered the program.

Operational Decision:

To utilize the same basic program and common experiences regardless of the degree being sought. Institutional requirements differentiating the two degrees provided that candidates for the educational specialist degree: (1) could earn only six semester hours of credit each summer term as compared to nine hours for master degree candidates; (2) were not required but could earn six semester hours credit outside the College of Education as master degree candidates do; and (3) were required to complete a significant research paper while master's degree candidates were not.

12. Assumption:

The physical organization of the preparational program should provide a framework consistent with the preparational beliefs and purposes held for the program.

Operational Decision:

To conceptualize the program as one in which the project staff would continue with the students throughout the two-year period. Administratively, the program was to be divided into the following five distinctive phases:

a. Initial Summer's Seminar

(six or nine semester hours of graduate credit)

During this phase efforts were to be made to create a climate in which supervisor-interns would feel accepted as persons of worth who were capable of directing their own programs of growth and development. Supervisor-interns (students) were to be encouraged to raise and examine personal and professional questions or issues that would be important in their development as persons and as supervisors who would be employed in September.

b. Bi-weekly Meetings

(three semester hours of credit)

During each of the two academic years, all supervisor-interns were to meet every other week for a full day's seminar. This seminar was to provide students a continuing reference group in which problems could be attacked and experiences shared. It was here that the supervisor-intern could analyze his job performance, raise questions, explore problems and receive help from the other members of the group.

c. Internship

(no credit as such)

The internship and bi-weekly meetings were parts of the same whole. They were separated only for the purpose of identification. The two-year internship was to allow the staff to work with the individual student as he attempted to develop a supervisory program within his own school district. The staff member (a coordinating supervisor) was to focus his attention upon the student's growth and development as a person functioning as a supervisor rather than upon the development of a specific supervisory program for the school district. It was to afford the staff an opportunity to work in a one-to-one relationship with the student on his concerns, needs, problems, and developing solutions to his problems. The student's own level of development, his willingness to involve the staff member, and his decisions were to be used as the limits of the relationship.

d. Second Summer Seminar

(three semester hours credit in education)

While required of all supervisor-interns, this seminar carried credit only for master's degree candidates. As the experience common to all participants, it was to provide them with a continuing relationship during their participation in the project. The focus of the seminar was to be a continuation of the exploration, examination and development of concepts, knowledges and skills identified as significant from the student's year on the job.

e. Related Work

(six semester hours for master's degree candidates)

All master's degree candidates were required to earn six semester hours of credit in courses related to but taught outside the College of Education. All other students could take courses in or out of the College,

depending upon their needs. This arrangement provided students an opportunity for study in the behavioral sciences which relate directly to the work of a supervisor.

The Report

This bulletin is devoted to a narrative description of the development of the Program of Experimentation in Preparing Educational Supervisors as outlined in the above summary of the project's proposal. It is hoped that the report will not only reflect a factual account of the project's endeavors but also that it will illustrate the deep personal involvement of a staff seeking to create and develop a preparational program quite unlike that which they themselves had experienced as students.

For purposes of continuity the report has been divided into chapters. Chapter I has set forth the background, philosophical foundations, and operational framework upon which the experimentation was developed.

Chapter II deals with the story of the initial group of supervisor-interns (PEPES I). It describes the initial recruitment of participants, their first summer's experience on campus, their first year in the internship, their second summer's experience on campus and their second year in the internship.

Chapter III is designed to describe the staff's experiences with the second group of supervisors (PEPES II). While following the same general format as Chapter II, this chapter points up changes that developed as a consequence of the staff's experiencing with the first group.

The preparational programs for the third group of supervisor-interns is described in Chapter IV. This chapter not only illustrates modifications in the program but also more clearly the staff's role in the preparational aspects of the program. The intern's role also is illustrated more adequately.

The entire report is summarized in Chapter V.

What to Read For

This report does not intend to describe all of the details of the project. Rather an attempt has been made to offer a general description of the entire operation. Subsequent publications will deal with some of the more specific facets.

While the stories of the three groups of supervisor-interns are told separately in Chapters II, III and IV, there are certain threads

or sub-stories which provide a kind of unity. It is hoped that some small measure of the dynamics of the experimentation becomes apparent as the following sub-stories unfold in the context of the report:

1. The strivings of a staff to create and develop operational procedures for implementing a program for which they had no model other than that created by their own intellect and experiences.
2. The developmental nature of the experimentation. While maintaining a constancy of purposes and basic assumptions, the staff's operational understandings, skills and procedures were modified with the accumulation of experiences. Consequently, the preparational program for the third group of supervisor-interns was quite different from that of the initial group.
3. The developmental concept of preparation in a total preparational program. Because of the continuity of the staff-student relationship over a two-year period, preparational experiences were provided in terms of the developmental needs of the student.
4. The identification of preparational needs as a consequence of the student's job performance. The reality of the job provided a unique mirror from which the student's needs were reflected clearly.
5. The utilization of these job-identified needs as determinants of preparational content and experiences. Thus each student was provided a unique and individualized preparational program.
6. The influence of the local school district in determining both the preparational needs and operational procedures of each student.
7. The staff's unique role as teachers-learners. In this type of preparational program, a staff member's (teacher's) role is quite different from that traditionally assigned him. Even though he retains the responsibility for providing fruitful preparational experiences, he cannot employ the same procedures he would in a formal classroom situation. Thus he truly becomes a teacher and a learner, using a school district as his classroom and his own supervisory skills as part of his methods.

These are the stories that make for the uniqueness of this report. They are the fabric from which other experimenters might develop an operational pattern for themselves. However, a word of caution seems in order. These are the stories of the experiences of this staff with these students under the unique conditions present at that time. They offer no final pattern, for it is the individual's responsibility to interpret the experiences and use them as best fits his needs and understandings.

Summary

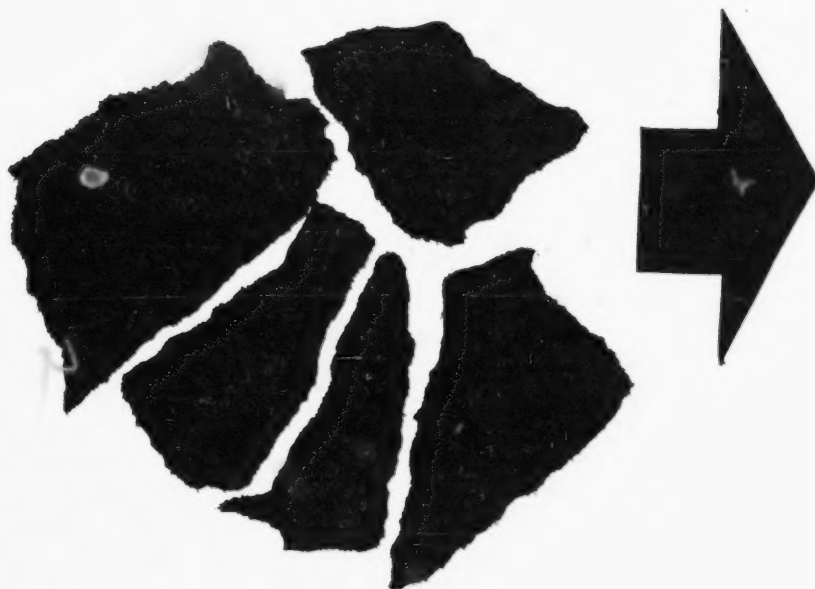
The staff of PEPES had only a month between the receipt of the grant and the initiation of the project. Consequently, a philosophical framework, implementing assumptions, and operational

decisions had to be tentative, with the recognition that these would have to be refined as the program of preparation developed.

In formulating the project, the staff utilized the perceptual theory of human behavior as the central guideline for both a program of preparation for supervisors and for supervision itself. This theory holds that people behave consistently with their perceptions of themselves, other people, and the world in which they live. Behavior in both teaching and supervision are functions of perception; therefore, to change behavior, perception must also be altered.

To initiate the project, the staff clarified their theoretical beliefs by projecting a series of orally agreed-upon working assumptions and operational decisions. The first of these was the decision to incorporate the project's purposes into the single purpose of implementing their beliefs in developing a preparational program for supervisors. Other assumptions and decisions hinged upon the decision to conceptualize preparation as developmental and, thence, to develop the project as experience and data dictated, using the perceptual theory as a basic guide.

The succeeding chapters will reveal how the staff attempted to implement, to develop and to refine these early beliefs and assumptions with three separate groups of supervisor-interns. The first of these chapters tell the story of the first group (PEPES I).



CHAPTER TWO

INITIATING THE PROJECT WITH THE FIRST GROUP OF SUPERVISORS (PEPES I)

The recruitment and selection of sixteen supervisor-interns was the first task facing the staff. The pressure of time eliminated the establishment of a selection committee and placed the recruiting and selection task in the hands of the staff itself. Consequently, they contacted the school superintendents in the eastern section of the state, exerting effort to recruit supervisors from districts which had previously participated in the Rural School Improvement Project, 1953-1957.

Thirty-four school systems were contacted in late May and early June. Although there were many supervisory vacancies, there were many problems in recruiting the necessary number. Though the Kentucky Minimum Foundation Law provided the necessary financing for the employment of supervisors, many superintendents had not found supervisors for their systems, or had employed persons who were not interested in joining the project.

Several problems were identified by the staff as they sought the sixteen supervisors. Some of these were:

1. The people who were selected had to qualify for graduate study under the regulations of the Graduate School of the University of Kentucky.
2. Many supervisors had begun programs at other institutions and were reluctant to change to the University.
3. Some superintendents were somewhat hesitant to permit their supervisor to be absent from their district to attend the bi-weekly meetings.
4. The experimental nature of the project seemed to discourage some supervisors.
5. The expense involved seemed to cause some to hesitate to join the project. Even though each supervisor was granted a stipend of \$500 for the two-year program, it was inadequate when the cost of tuition, room and board in the summer, books, supplies, and travel expense to the bi-weekly meetings was considered.

These and other problems restricted the number of supervisors recruited for the project. Although diligent efforts were made during the five weeks prior to the beginning of the summer term in which the project had to be initiated, only six supervisor-interns were enrolled. These six people, four beginning supervisors and two experienced ones, were selected by the staff in terms of two criteria: (1) they were full-time employees of a school system and were recommended by their superintendent; and (2) they were chosen on the basis of having completed six or more semester hours of graduate work.

The staff suffered some indecision as to whether the project should be started with such a small number of interns, but, after much deliberation, decided to initiate the program anyway. However, the concomitant decision was made to try to secure twenty-six people for the second group for the following year.

Four of the six beginning supervisors were not certified as supervisors by the state. Therefore, they had to meet minimum certification requirements prior to September when they would begin work in their respective systems. These requirements were: (1) completion of a four-year undergraduate curriculum leading to the Bachelor's Degree and certification for teaching; (2) three years of successful teaching; (3) completion of a fifteen-semester-hour graduate program comprised of (a) General Supervision, 3 hours; General Organization and Administration of the Local School, 3 hours; Curriculum Development, 3 hours, and six hours of course work selected in accordance with the type of supervision in which the person expected to engage.

Because the maximum credit load in the Graduate School of the University was nine hours for a summer term and because the beginning people were required to have completed six graduate hours for admission to the project, the summer segment of the project had to be adjusted toward providing the maximum credit load for these four students and making sure that, upon completion of the summer, they could meet the minimum certification requirement of fifteen semester hours.

The Initial Summer, Group I, 1957

Recognizing the short time before the students reported, the three staff members agreed upon tentative purposes to be pursued during the initial summer's experience: (1) the summer should provide beginning experiences in the development of a preparation program which would help the supervisors make application of what was already known about supervision; (2) the staff should draw heavily upon the experiences of the staff of the Division of Administration and Supervision of the University of Kentucky as they had worked in the Kellogg project; (3) supervision was dependent upon the quality of performance of the individual supervisor, and, therefore, the project had to address itself to the task of developing individualized preparational programs for each of the interns; and (4) a preparational program should seek the improvement of behavior of the individual supervisor, and such behavior is dependent upon how the individual perceives himself, other people, and the world about him.

After brief explorations into the works of others in perceptual psychology and considering their own experiences and observations, the staff agreed upon the following as tentative operational guidelines:

1. The staff would behave in a manner that would focus upon the personal growth and development of the individual students and staff members.
2. The staff would behave in the teaching-learning situation in the same manner that it felt would be most productive for supervisors' behavior with teachers.
3. The staff would create a climate in the working situation whereby staff and students would feel relatively free to interact with each other.
4. A pre-planned (or text-book oriented) working situation would be replaced by one based upon the questions, concerns, and problems of the individuals in the group.
5. These questions, concerns or problems would be used as vehicles to move more deeply into an examination of human behavior and its modification as a base for effective supervision.

6. The staff would assess its behavior in terms of observations of class reaction and would modify procedures as it gained experience and data based on these observations.

These six operational purposes were viewed only as directional. The staff felt that it was embarking upon a venture away from its own past experiences and toward experiences that would lead it to new insights, skills, knowledges and attitudes which would result in a more effective program of preparation for supervisors and for improved programs of supervision in the systems where the supervisors functioned.

Implementation

The six students were asked to come to the University campus two days before they would register for the summer session. Even though their respective superintendents had been asked to orient them to the project, the staff wished to meet the six people and continue such orientation.

Because the social climate in which the staff and the six students were to work was extremely important, and because they were all strangers, the staff and the students decided to spend considerable time during the first few days of the summer getting to know each other. As one member stated, "If we are to live and work together for two years, it seems that we should know something about the kind of person each of us is." Therefore, several days were spent in sketching oral autobiographies, expressing hopes and aspirations, and sharing experiences.

From these sessions emerged a tentative daily working schedule, 8:30 a.m. until 3:00 p.m. (Later the afternoon schedule was reduced to two days per week.) Likewise, the group agreed to deal each day with some area of concern expressed by the group, with individual reading to be aimed toward that concern.

In the meantime, the staff requested that the group spend some time taking certain standardized tests, and responding in writing to four questions: Whom am I? What do I see myself doing five years from now? What is supervision? and, What has been my most successful teaching experience?

Also, during this time, the staff attempted to inform the group that it was not there to tell them what to do but to help them do the things they felt to be important. Of course, the staff tried to communicate that they were available resources for assistance in

determining what the group should be doing but that the direction the group took was entirely up to them.

Records from that summer indicate that much time was spent in discussing human behavior. There was considerable interest in exploring the causal factors of behavior and attempting to understand our own reasons for behaving as we did. The areas of status seeking, honesty in relating to persons and respect for the worth of others and for ourselves were examined as the group considered such topics as: "Behavior Is Goal Seeking," "Behavior Is Learned," "Identifying Our Needs and Interests," "The Influence of Culture on the Individual," "Society's Demands Versus the Individual's Right to Develop," "Problem Solving as a Means for Growing." One of the liveliest discussions centered around the question of judgment. Does one have a right to sit in judgment over another person and still maintain that he is attempting to help that person grow and develop? If so, when and under what circumstances should a supervisor judge a teacher?

Records also reveal that as the summer progressed the group turned its attention to more practical problems of supervision. The following represent the practical problems considered: relating with principals, superintendents and others; developing a physical education program; use of teachers' planning books; salaries; relating to teachers; school law; supervisor's bulletins and newsletters; grading and promotion; cumulative records; material centers; textbook adoption; action research; supervision in relating to the state department; initiating a supervisory program; developing a county-wide supervisory program; developing workshops and group work; using teachers' manuals; determining a beginning point for initiating a program of supervision; supervisor's visitation program; evaluating a supervisor's work; developing a testing program; developing local leadership, and utilizing resources.

Not all of the summer was spent in a classroom. As the group worked together to a point where they felt they needed to move beyond the classroom for data or for relaxation, they did so. Data gathering trips were made to the state capitol, the State Department of Education, a state mental hospital and a state home for mentally retarded children. Social outings made to historical landmarks, to local school systems, and to a state park added to the development of the group.

When it was felt that outside persons could contribute to the

group's work, such resource persons were invited in for conferences. However, it should be noted that limited use was made of such persons for reasons explained later.

Problems Encountered

As the staff and interns embarked upon the summer's experience, all seemed well. As they worked together, however several problems emerged. A listing of such problems may give a picture of the types of difficulties encountered by the staff as it moved outside its own experience into a realm equally strange to the student. The following report some of these problems:

1. The group was often stymied because of a lack of effective leadership. The staff felt that leadership was resident within the interns and the interns felt it to be a responsibility of the staff.
2. Problems were not fully explored, nor were solutions reached. This fact was a consequence of several factors: (a) lack of skill in solving problems, (b) inadequate leadership, (c) misunderstanding of the notion that each individual must solve his own problem.
3. Intense frustration was often apparent. It seemed to be caused by uncertainties and lack of direction and leadership. This frustration exhibited itself in several ways: (a) silence, (b) rejection of individuals, and (c) open conflicts between individuals.
4. At times there was a lack of feeling of unity within the group. Initially the group had developed a strong feeling of identity with each other, but as the staff removed itself from leadership functions the group often became a collection of individuals rather than a working group.
5. There was often a conflict between individuals' personal goals and goals for a group. As an individual would lay out a specific problem of his school system, oftentimes others would not help him explore it, for they were too concerned with their own problems.
6. Discussion often resolved into interchanges among staff members. Although topics might have been suggested by an individual or the group, discussion often reduced itself to the staff's participation with the interns remaining silent.
7. The staff felt frustrated because of its own lack of skills and its lack of clarity of purpose. Even though these two lacks were recognized and dealt with, they contributed to the problems encountered during the year. For example, once the staff felt that it was dominating the group. It agreed to begin the next day by remaining silent. Though the day's topic had been set, no one volunteered to assume the leadership role. Therefore, the staff was silent and the students were silent for a period of about two hours. The group sat, thought, and read; but no one offered to help the group move.
8. The pattern of the staff's operation at times seemed to be on a maturity level beyond that of the students. Consequently, as discussion of problems and techniques seemed to move beyond the level of the

students, they responded with silence rather than overtly calling the staff back to areas more familiar to them.

Though the above eight descriptive statements indicate problem areas, they are cited only as a descriptive analysis of some factors that seemed to operate within the group. Whenever recognized, each was considered by the staff and students as an opportunity to learn more about behavior, and about working with groups.

Therefore, as the staff met each day for lunch and during most afternoons, they spent time attempting to analyze and work through such questions as: "If is our problem, what does this mean for: (1) our behavior now with this group and (2) future behavior within preparational programs?"

It was from such assessment and analysis sessions that individual members of the staff attempted to develop their skills, insights and understandings regarding their roles and their behaviors in the program of preparation. It was here also that the staff attempted to clarify and specify their purposes for preparation and the assumptions it would hold regarding such programs.

Assessments

Obviously, the previous section is one form of assessing the activities and experiences of the first summer's experience. However, there are assessments that lie beyond the area of such problems. There were many productive as well as unproductive elements of the first summer together.

Each student was asked to write personal evaluations of the summer's experience. These were collected during the following year. Analysis of these reveals that the students seemed to feel that the:

1. Operational procedures eliminated pressures ordinarily created by a student's fulfilling some pre-determined expectations.
2. Operational procedures provided a freedom to:
 - a. Ask questions
 - b. Express beliefs without fear of being misunderstood or of exposing ignorance
 - c. Read in terms of student's needs and purposes
 - d. Participate in planning the group's work
 - e. Pursue those things which seemed most purposeful
 - f. Spend long periods of time with a reference group
 - g. Think, plan, and work in terms of actual school systems rather than in terms of a theoretical ones
 - h. Explore and develop new ideas on various areas of the program (testing, etc.)

- i. Feel at ease with instructors and to feel worthy as an individual in their presence
- j. Design specific activities in or out of class to help achieve desired goals
- k. Be themselves for the first time in a college class.
3. Operational climate created an awareness and desire to:
 - a. Read more widely than ever before
 - b. Evaluate themselves as a person becoming a supervisor
 - c. Grow as a person
 - d. Improve their oral and written communication skills
 - e. Try out new ways of communicating with others
 - f. Think for themselves rather than to accept uncritically the words of an authority
 - g. Accept themselves and others as human beings desiring to grow
 - h. Become more dedicated in their desires to serve others
 - i. Become more open-minded and less prejudiced.
4. Operational climate and procedures put into practice many of those factors of learning students had read about but had not yet experienced. For example, all seemed to experience:
 - a. A feeling of worth as a human being
 - b. A feeling of belonging to a group which was concerned about its members as individuals
 - c. A new concept of supervision because of the way the staff worked with them on their problems
 - d. Effective supervisor-teacher planning and evaluation
 - e. Opportunities for success
 - f. Opportunities to develop new ideas, to question old ones and to feel uncertain about others
 - g. An understanding of their own potential for growth.

Looking at the above student reactions, one must recognize that they were written after eight weeks of close personal association between students and staff. They were also written prior to the student's actual functioning on the job as a supervisor.

Another way of assessing the summer's work would be to consider the staff's reactions to it. These can best be reported as follows:

1. In light of the purposes held for the summer, the staff felt that it had attempted somewhat successfully to: develop a climate of freedom; exhibit supervisory behavior in relation to the students; use questions, concerns, and problems of the group as the base for developing the specifics of the group's activities; use questions as a point of departure to explore human behavior; and work for the personal development of the individuals in the group.
2. In light of the staff's reaction to operational procedures, it was felt that the staff, individually and collectively, had much room for improvement. Each of the staff members looked back at the operational problems faced during the summer and felt that most of them stemmed from his inexperience and lack of skills and understandings. The staff

felt that it needed to pursue more deeply the theoretical base from which it said it was operating, and then to seek to develop the skills necessary to behave (to teach) in a manner more consistent with this base.

3. In looking at the growth of the individual students, the staff felt that there were no specific objective data available. For all such data secured were based on a series of pre-tests to be followed in two years by post-tests. However, class notes and observations indicated that each student had grown as a person. Each could speak out, could identify a problem and pursue it more skillfully than previously. Each appeared more at ease with himself, his group, and other people. And each appeared better informed about supervision and his role as a supervisor.
4. In looking at its own growth, the staff recognized that the summer had been a unique experience in the professional lives of each member. The staff felt they were on the threshold of something but were not quite sure what it was. Therefore, what was needed was to take the next step, to follow up with supervisors in the internship. It would be on the job that a more accurate assessment could be made.
5. Finally, it was agreed that next summer's initial experience with a new group of supervisors should follow much the same pattern with the initial group. However, because of the invaluable experience gained working with this group through the first year and because of its own reading and evaluation of its skills, understandings, and attitudes, the next group of supervisors should have a more productive experience.

In brief, students and staff agreed that their experiences in the project thus far had been rewarding and profitable. It remained to be seen what would happen during the coming year.

The First Year Internship

A major focus of the project was upon the development of an effective internship for the supervisors. Each semester the supervisor was registered for three hours of credit in "internship," during which he participated in bi-weekly meetings of the total group and in on-the-job experiences which were shared with the field staff member. The bi-weekly meetings, along with the shared field experiences, enabled the staff to become more understanding of the needs of the supervisor and the problems he faced as he tried to establish a supervisory program in his school system.

As has already been stated, the staff purposed to work with the interns in terms of the perceptual approach to the problems of human behavior. If the staff were to promote changed behavior of the supervisors, then it would follow that the staff would have to attempt to understand some of the bases for supervisors' per-

ceptions, including those of their working environments. Such understanding could only be gained by staff involvement with the intern in his school system.

It was assumed that the improvement of instruction—the purpose of supervision—is dependent upon the development of more adequate responses to problems and problem situations by all personnel. The resolution of identified problems and the making of rational decisions seemed to the staff to be more closely related to the development of new answers to those problems than the adaptation of old answers to such problems. Therefore, another purpose held for the internship was identified as helping the supervisors become more skilled in problem solving and decision-making based upon adequate and accurate data.

From such considerations as the above, the staff proposed to seek relationships with interns which would encourage movement toward greater self-development, self-direction, and effectiveness in working out solutions to problems.

The staff attempted to create a climate conducive to the achievement of these purposes. In classroom sessions, personal conferences and other meetings, the attempt was made to "clear the air" for the supervisor-interns to examine their own purposes, values, behaviors, and capacities so as to attain an increased degree of self-realization. Students were encouraged to define supervision in behavioral terms, and at the appropriate time share these with the group for clarification.

Field contacts between staff field workers and supervisor-interns throughout the first year of the internship period were geared to the supervisors' efforts toward self-growth. It was felt that a more mature person would be better able to implement more effective programs for the improvement of instruction within his own school system. No preconceived programs were suggested by the University staff members. The field consultants, instead of creating programs, sought to help the supervisor as an individual evaluate his situation, isolate problems, investigate alternative possibilities of solutions, design progress, and evaluate outcomes.

The purposes of this program, as with all preparational programs, were based in part upon the subjective values held by the members of the staff. The possible outcomes of such purposes were believed to be determined to a significant degree by the quality of interpersonal relationships experienced by staff participants and super-

visor-interns. Staff members sought for greater realization of the purposes for themselves as well as for the students.

Such purposes, the staff realized, were not likely to be universally accepted *in toto* as desirable objectives of general or professional education. Some may consider such purposes to be valid for general education and may deem them lacking in specificity for professional education. However, these purposes did become specifically professional in terms of the dynamics of behavior which constituted the personal inter-relationships.

Thus, the first year of the internship was an attempt to help the individual grow and develop first as a person and secondly as a supervisor. It afforded the staff and supervisor-intern an opportunity to explore those areas of concern to the student in a one-to-one relationship at the request of the student. No direct attempt was made by the staff consultant to relate to other members of the professional staff of a school district, except at the request of the supervisor-intern. It was within the internship phase that the student had an opportunity to deal with his specific concerns to the limits he had established for the relationships.

The above process was to take place through the mutual development of an environment in which the individual might begin to remove defensive mechanisms, fears, and anxieties in order more accurately to understand himself, others, inter-personal relationships, and the world of reality in which he resided. Important factors included in this environment were:

- the recognition of the uniqueness and worth of the individual
- the development of a climate of acceptance
- the development of the freedom to interact
- the development of optimum relationships between the individual and the group and vice versa
- the study of the relationship of knowledge to learning
- the examination of values and value systems
- the ability to communicate clearly and effectively
- the fuller understanding of people's feelings as they relate to changed and changing behavior
- the development of the ability to empathize and sympathize with others
- the fuller understanding of experimentation, research, and scientific problem solving.

The outcome for the entire first year of the internship was determined by the staff's ability to behave in terms of the foregoing

purposes and processes. The staff felt this responsibility deeply and basically considered themselves learners in this experimentation.

Staff Behavior in the Internship

Planning for staff behavior during the internship phase was based on four major considerations: (1) the understanding of the intern as gained through the summer experience; (2) the experience the intern brought to the field consultant in the setting; (3) the consultant's interpretation of the factors apparent in the situation that seemed pertinent to helping the intern develop his self-understanding and self-direction; and (4) the reactions, attitudes, and values that all the staff members held in regard to a particular situation.

The work with an intern was the primary responsibility of the field consultant and the specific plans were left with this individual. The consultant might seek assistance from other staff members, other resources and resource people. In some instances, interns were referred to other staff members by their field consultant because it appeared the skill, experience and understanding held by a particular staff member were more appropriate on a particular occasion. The two campus directors did little actual field work during the first year as far as one-to-one relationships were concerned, but were resource persons to the field staff member. On many occasions the directors and the field consultant did the planning and on some occasions with the intern present.

Planning for the bi-weekly class meetings proceeded in the same manner as for the field consultant services except that the class activities in general grew out of the assessments of needs to be met made by both the interns and the staff. Experiences were then designed to advance the individual and the group.

The field consultant and the two co-directors made a staff of three that worked together with the group of six interns in the bi-weekly meetings. Planning for both the field and the class activities was informal and developmental in nature. It was based primarily on the self-recognized needs of the intern and was supported through the interpretation the staff placed on them. Planning was centered in a problem-solving approach to the solutions of problems as they related to the self growth of the intern and through him to the supervisory program of the school system.

Status leadership in class was largely supplied by the staff, but

some leadership did emerge from the interns. At all times the staff attempted to behave in such a fashion that leadership could emerge from any member of the group.

In-Service Growth of the Staff

The staff during the first year of the project was composed of individuals who came from widely divergent backgrounds. None had known each other before. It was necessary, therefore, for the staff, in terms of the purposes of the project, to develop its own concepts of education, learning, supervision, human growth and development, and society, if there was to be any mutual ground for operation. Conformity was sought, but some common agreement concerning beliefs in all the above areas seemed necessary if the group was to function effectively. Hence, much time was spent in reading, attending appropriate conferences and workshops, utilizing human resources, and in philosophical discussions in order to develop further the project's operational matrix. That the behavior of the interns, to some degree, would be affected by the behavior of staff was a major assumption.

Bi-weekly Meetings

The bi-weekly meetings of the entire group of interns and staff, already discussed to some extent in preceding paragraphs, were part of the internship for the following reasons:

1. To make available the experience gained through similar meetings in the Rural School Improvement Project sponsored by Berea College (1953-1957).
2. To bring a better understanding of how groups function.
3. To maintain a sense of unity and purpose within the group.
4. To permit attack on mutual problems selected by the group.
5. To permit individuals to share experiences in a reference group.
6. To provide a means for data gathering by the staff, concerning the growth and progress of interns.
7. To permit planning for further field experiences with member interns.
8. To provide machinery for routine management of details such as announcements and registration requirements.
9. To permit staff to assist the interns with self-evaluation of their own growth in the total experience.
10. To permit the use of resource materials and resource people more effectively.
11. To provide for the evaluation of the experiences developed for the intern in terms of the overall purposes of the project.

Normally, these meetings were held alternately at Berea and at the University in order that travel for the interns might be somewhat equalized and so the resources of both institutions would be available to both interns and staff. However, during the first year, bi-weekly meetings were held in each of the six school districts at least once, in order for the staff and other interns to get a "feel" for the setting and working conditions of each of the other interns. The same sort of climate as developed in the summer experience was sought in the bi-weekly meetings, which began about 9:30 a.m. and continued until 3:00 p.m.

Activities during the bi-weeklies were such as the following:

1. Visitations to schools and places of historical interest.
2. Data gathering on pertinent problems.
3. Attacks on mutually-arrived-at problems.
4. Discussions and reports.
5. Utilization of resource people and materials.
6. Problem defining.
7. Analysis of processes and procedures of the group in action.
8. Sharing of supervisory experiences from the systems represented.
9. Sharing of materials from various systems.
10. Discovering and utilizing of resources at Berea College and the University.
11. Extended reading on many related aspects of supervision.
12. Taking of selected standardized tests.

The bi-weekly meetings were seen as complementary and supplementary aspects of the internship and not as a separate activity. Opportunities were given to study the behavior of people working toward the solution of problems that would have direct application in each of the school districts.

The assessing and appraising of personal and group growth was another important ingredient of the bi-weeklies. The forum or "sounding board" nature of the group presented important opportunities to try out ideas and notions before actually using them on home grounds. The development of rapport between members of the group, both staff and students, was basic in the functioning of the group. Evaluations were made not only of the bi-weekly meeting itself but of other field aspects of the internship also. The staff was able to make judgments of its own effectiveness in light of the behavior of the group.

Midyear Conference

Closely related to the bi-weekly meetings was the midyear conference. Just as the bi-weeklies had brought the interns together for a day's meeting to work on common problems, the midyear conference was planned to provide an extended period of three and a half days for the same purpose. The first one was at Berea in January, 1958.

Both students and staff agreed that this conference should be spent in analyzing and evaluating the preparational experiences so far and in projecting plans for the remainder of the year.

Operationally, each day opened with a staff member presiding over a semi-planned agenda. Usually the initial discussion became so involved that only the first item was examined, the remainder being moved forward to the following day.

The tape recordings of these sessions reveal that the staff and students felt a deep commitment to each other and to the project. The problems and concerns were largely related to operational procedures within both the project and the local setting. Explorations of procedures usually reverted to attempts to reconcile knowledge of human behavior to specific procedures to achieve stated purposes. In brief, then, the analysis of the project's activities became a way to explore further the implications of knowledges about human behavior for supervision.

The evidence indicated that both staff and students felt they had gained much from the conference. Each evidenced a sense of greater clarity of purpose, both for preparation and for supervision. Each individual indicated a greater commitment to the project and to improving himself as a professional person. And finally, the group identified several needed procedural modifications. Those ultimately resulted in improvements in the bi-weekly meetings and more frequent intern-staff contacts in local school districts.

Problems Encountered in Internship

Numerous questions began to arise from the experience gained by the staff in the internship during the first year of the experimentation, 1957-1958. The following questions provided a type of assessment that resulted in some modification of the project during the second year:

1. Should the focus be entirely on the self-growth and self-understanding of the intern or more on problems the intern faced on the job?

2. Should the visitations by the staff consultant be made only "on call" or on other basis?
3. Should the field consultant make an effort to relate more closely with many other members of the school staff within the intern's school system?
4. Should the field consultant be purely non-directive in his relationship with the intern?
5. How long should the internship be?
6. Should other staff members become more intimately involved in the field aspect of the internship?
7. How far should depth relationships go between intern and staff consultant outside the professional life of the intern?

The Second Summer, 1958-59

Plans for the project had recognized that certain rules, regulations, and requirements of both the College of Education and the Graduate School could be waived; others ~~could~~ not. Therefore, in compliance with such requirements, the second summer offered the only opportunity to:

1. Provide each master's degree candidate with a minimum of six semester hours of work outside the field of education.
2. Provide students working beyond the master's degree level with course work appropriate to his experience and needs.
3. Provide students with an experience in the area of the elementary school curriculum unless they had previously completed such work.

General Purposes for the Summer

Within these requirements, the students and staff planned together for a summer's experience that would contribute most effectively to the project's overall purposes for preparation. It was anticipated that the summer's program would provide each student:

1. Opportunities to identify problems, concerns, or areas of interests, arising from their year's experience as a supervisor and to select courses outside the formal field of education which would be most helpful.
2. Opportunities to further his knowledge and understanding of the elementary curriculum to improve instructional programs in his own school district.
3. Opportunities to relate the knowledge and understandings gained from other disciplines and the elementary school curriculum to the development of more effective programs of supervision.
4. A reference group which could give the student help in synthesizing what he was learning in the other disciplines.

Courses Selected and Specific Purposes Sought

The first three purposes above were used as guidelines as students registered for credit in the summer school. Below is an identification of the specific credit courses selected and the rationale for their selection.

1. Child Welfare Services

Four of the six students selected this course because:

- a. They felt a social worker's concepts of people and their development paralleled their own, and they wanted to see these concepts applied in a field other than education.
- b. They felt a need to know the child welfare services available to their school districts.
- c. They wanted to find ways for schools and child welfare agencies to work together more effectively.

2. Principles of Sociology,

Two of the six students selected this course. They did so because:

- a. Much of their study in the field of supervision was based upon sociological concepts and they, therefore, wanted to examine the principles underlying sociology systematically.
- b. They felt such a systematic examination would aid them in clarifying their own understandings of people and human behavior.
- c. They felt that with a clearer understanding of sociological principles they would be more effective in developing operational procedures for their work.

3. Intergroup Relations

Two students added this course to their program because they felt it would:

- a. Help them become more aware of factors operating between and among various groups with whom they worked.
- b. Contribute to their effectiveness in planning for instructional improvement activities with both professional and the lay groups in their school districts.

4. Social Pathology

The same two students who selected the course, Intergroup Relations, also selected this one. By selecting the two courses they felt that:

- a. Both courses would help them in their understanding of group behavior.
- b. Both courses would contribute to their effectiveness in working with groups.
- c. Both courses would contribute to their pursuit of an effective theory of learning as it pertains to group activity.

5. Research Problems in Curriculum and Supervision

Two students working beyond the master's degree level selected this course because:

- a. Each had a specific need to learn more about research methods and procedures.
- b. Each had a specific research project he was pursuing.

- c. Each felt that he wanted to work in his school system more systematically to improve instruction through group participation in research toward solutions of problems.

6. The Elementary School

Although this was a required course for only four students and although only these four received credit for it, all six students participated in it. They all saw it as:

- a. A laboratory in which they could systematically make application of the concepts gained in their other courses.
- b. An opportunity to continue relating together with the focus upon instructional improvement.

Operational Procedures

Each student attended each class one hour each day, five days a week, for eight weeks. An exception was the course, The Elementary School. Here the students and staff met for two hours each day, five days a week, this course and the PEPES seminar running concurrently.

The classes, other than the seminar staffed by members of the project, were typical graduate classes with the lecture method used quite prominently. Daily reading assignments in the texts and related books, term papers, reports, and examinations occurred in each of the courses. As will be pointed out later, this difference in procedure created certain problems.

In the seminar with the PEPES staff, the operational procedure was a continuation of that initiated the previous summer and maintained during the intervening bi-weekly meetings of the internship.

Records of the summer's experiences reveal that a wide range of topics and problems were discussed and pursued in depth. The following illustrations are typical of the subjects discussed:

1. "How may we apply what we are learning from our work outside education to the problem of developing more effective in-service education programs?"
2. "How may I apply a specific concept to which I have been exposed to a supervisor's work with a single teacher?"
3. "How can a supervisor work with a group to help it overcome its internal prejudices and begin working on common concerns?"
4. "What do we see as constituting a balanced and consistent program for: reading, writing, arithmetic, science, language arts, social studies, health, music, and art in an elementary school?"
5. "How does what we say about these areas of a curriculum agree with (1) our knowledge of learning and (2) our beliefs about the purposes of education?"

6. "How can we work more effectively to develop better programs in specific districts under specific circumstances?"
7. "How can I maintain my own personal and professional integrity in a local setting which demands that I not do so—if I want to continue my job?"
8. "How can various agencies work together effectively to develop better school programs?"

Problems Encountered

The above eight areas indicate a full and busy schedule during the forty, two-hour sessions the group shared. There were other problems which emerged as the eight outlined areas were being discussed, merely because the staff and interns were working together under the conditions present at that time.

First, there was a sense of frustration and conflict which arose from the difference in operational patterns the students were experiencing in other classes and those to which they had become accustomed during the past year with the project staff. Since most of the students had been away from form 1 graduate courses and had developed certain basic beliefs from their own life's experience and experiences in the project, they found themselves in a dilemma involving their beliefs and behavior regarding learning and the modification of behavior. They felt themselves trapped in a situation where they had to learn bits of unrelated information which appeared foreign to their purposes for taking the course. The movement out of purposefully oriented learning into subject-matter-to-be-learned situations left the interns frustrated and resulted in their working under extreme pressures.

A second problem was the matter of time and the pressures both students and staff felt in relation to it. Because of the conflict with procedures used in the other courses and the subsequent responsibilities felt for "survival," the students felt a constant pressure to complete daily assigned readings, periodic term papers, and reports. They felt a strong need for the afternoon group sessions but this need was sometimes pushed aside for more pressing matters. So at times students attended the afternoon group sessions not from a desire for growth opportunity but from a sense of responsibility.

The third problem grew from the staff's concern over the second and reflected the staff's inadequacy to cope with the situation. As the staff sensed this lack of commitment toward the afternoon ses-

sions, it was unable to understand and feel the conflicts the students were experiencing. Consequently, the staff's internal concerns and pressures began to mount. At times, the staff inadvertently created additional pressures for the students by its efforts to move them into a meaningful activity.

A fourth factor contributing to the difficulties of the summer's experiences involved the addition of a new staff member. Since the project had initiated a new group (PEPES II) in the summer of 1958, an additional staff member had been added. The new person was necessarily limited by a lack of experiences with the group, and under the existing circumstances the group tended to consider him an unnecessary element. Consequently, his attendance in the sessions became sporadic. He suggested, and the other staff member concurred, that he not attend for a while. He came only when he felt needed or when his other responsibilities allowed. This, too, proved to be upsetting to the group, to the staff and to him. This situation simply exhibited an inadequacy on the part of the staff to deal appropriately with the problem.

In recognizing the four factors above as problems, or as elements which influenced the effectiveness of the summer's experience, it should be acknowledged that indirectly these also contributed to the significance of that experience.

The conflict between the project staff's way of working and that experienced in formal classes led to an experimental deepening of the group's understanding of the teaching-learning process. It seemed to contribute to each person's ability to recognize and deal with a reality—unpleasant though it was.

The time-pressure factor provided opportunities to discuss the concept that from his own internal pressures a person often creates additional pressures to further complicate his behavior.

The staff's inadequacies in dealing with the conflicts with class procedures and time-pressure contributed to an awareness of the staff's fallibility and this led to a deeper acceptance of staff as learners in the experimentation.

It became apparent that the group was sensitive to its own purposes and procedures and to each one's need to become more a skillful group member and leader. By recognizing its own difficulties the group contributed positively to its own development as a more effective group.

Assessment

From the above discussions of problems encountered, one might infer several assessments of the summer's activities. Another and more direct method of assessing the import of the summer would be to look at the students' reactions to them.

A year later each student was asked to evaluate his experience in the courses outside education. The responses indicate that without exception each felt the courses had made a significant contribution to his program of preparation as a supervisor. Often repeated comments were:

1. It opened a new world of thought for me. Knowing of social agencies and the point of view we share helped me see many opportunities to strengthen my program.
2. It gave me additional insights into human behavior-causation and reason.
3. It helped me understand and appreciate human values.
4. It helped me gain new and deeper insights into working with people.
5. It helped me gain specific information about resources available to the school.

In retrospect, every student indicated appreciation for the instructor and satisfaction with the content of the course. Also, each saw a close relationship between the course and the job of the supervisor and felt it had meaning for his own personal development. They each disliked the system of grading, however, and felt it detracted from the full value of the experience.

They offered the following suggestions for the improvement of the second summer's experience:

1. One course outside education each summer instead of two during the second summer would relieve the student's feeling of pressure and improve the basic value of the content.
2. The use of more experiences outside education would deepen the meaning of much that has been learned in education.
3. A higher degree of coordination between the College of Education and other colleges would result in a better treatment of material more closely related to problems of education.
4. A closer relationship between the project staff and other instructors would help the project staff deepen its own understanding of concepts and procedures employed in other disciplines and would probably result in the improvement of methods of teaching in departments outside of education.
5. The project staff should know of more class offerings related to supervision and advise students accordingly.

6. Subject matter would become more meaningful if couched in terms and situations related to a supervisor's role in a school system.

These evaluations indicate that the students gained from the experience regardless of the pressures they felt during the summer. Their suggestions for the improvement of the experience indicate an ability to offer positive criticism of something toward which they had previously had negative feelings.

In summary, the summer had very positive meanings for students and staff. From the frustrations and pressures there seemed to emerge a feeling of meaningfulness, value, and success regarding the experiences. It remained for the future programs of supervision to determine the actual operational contribution these experiences provided.

Second Year Internship, 1958-59

Purposes and Operational Modifications

The purposes for the second year of the internship remained basically the same as those for the first year until the period following December, 1958. Operationally, between September and December, 1958, there was a more direct focusing on the problems that the intern encountered on the job through the field consultant's activities and the bi-weekly experiences. There was more emphasis upon careful identification of problems, their clarification, and data gathering. The focusing on "self" apparently had not produced the gains in supervision at the local level that the staff had hoped it might during the first year.

Beginning in January 1959, further modifications came because of the following: (1) a reevaluation of the purposes of the total experimentation; (2) a changing insight gained by careful study of the questions raised at the end of the first year of the internship; (3) changes in field consultant personnel; (4) evidence that changes in the supervisory programs of the project school district were very slow in taking place and in some cases unobservable; and (5) the fact that the staff no longer felt comfortable with the approach to supervision in a school district entirely in the terms of interpersonal relationships with the supervisor-intern alone.

The decision was made during the spring of 1958 that there was need for a greater understanding of the setting in which the intern worked. Also, that the superintendents and principals should

be involved with the intern. It was also decided that because of the short duration and expensive nature of the project it should be the responsibility of the staff to arrive at appropriate ways to relate to the intern on the job and that this relationship should be more than an "on-call" basis. During the first year there were some instances in which as few as three visitations to an intern in a school system were recorded. It was the growing belief of the staff that its members should have a more dynamic part in the on the job phase. The staff conceded that it might have been possible for the original process and procedures involved in the operational aspects of the experimentation to have succeeded if the staff itself had been more effective in its own operations.

Staff Behavior in the Second Year of the Internship

Planning by the staff, as far as process was concerned, followed the same general pattern of the first year but with much more attention to the details of data gathering, group processes, and leadership functions. Problems were more carefully identified, with more involvement of the interns. This move was a somewhat abrupt change in operation, but it took place in a climate that did not seem to be overly disturbing to the interns. Increased efforts were made to help the interns experience more deeply the relationships between these activities and supervision in their own settings.

The same general measures were taken within the bi-weekly meetings. A closer relation between the bi-weekly and the field experiences was sought by more frequent and longer sessions of field and the non-field workers. Much self-appraisal was conducted by the staff in regard to their own operations. Although no great modifications were made, a gradual shift toward having the interns accept greater responsibility for leadership roles in the bi-weeklies was introduced.

In-Service Growth Experiences of the Staff, 1958-1959

The types of in-service activities in which the staff engaged the second year were:

<i>Organization or Consultant</i>	<i>Place</i>	<i>Date</i>	<i>Activity</i>
Division of Administration and Supervision, College of Education, U. of Kentucky	Berea	Sept. 7-9, 1958	Looking at Leadership Behavior

Research Institute A.S.C.D.	Washington	Dec. 6-10	"Underdeveloped Capacity to Learn: An Area of Study and Research"
Dr. Ross Mooney Ohio State University	Lexington	Jan. 7-10, 1959	Perceptual Psychology
National A.S.C.D. Conference	Cincinnati	Feb. 28-Mar. 3	
Dr. Johanne Cox University of Georgia	Berea	April 2-4	Supervision and In- Service Education

Along with these special experiences there were much professional reading, periodic staff meetings, meetings with the advisory committee, meetings with the Division of Administration and Supervision at the University, attendance at local and state meetings of many types, and consultations with many resource individuals.

During the spring of 1959, the two field consultants resigned from the project as of June 1, 1959. Their resignations posed a difficult adjustment problem. While field work was hindered during this period, it never ceased completely. Fortunately, the changes came near the end of the year and also near the end of the experience of Group I in the project. One replacement was made at the beginning of the summer of 1959; the second was employed in July of that summer.

Bi-weekly Meetings

The bi-weekly phase of the internship moved from sessions based on the purely incidental concerns of interns, after they arrived at the meeting place at either Berea or Lexington, to a somewhat more formalized activity in which more careful planning was done to develop specific experiences with and for the interns. Planning was done around more specific concerns such as the following: school evaluation, appropriate use of in-service days, testing and use of test results, leadership skills, grading and promoting, roles and role relationships within a school district, workshop development, proper use of textbooks, the teacher's role in learning, the nature of learning, how to use time more wisely, and how to plan more effectively. Leadership was still provided by the staff, with more responsibility assumed by the interns. The bi-weekly meetings were also affected to some degree by the

resignation of the two field consultants during the spring before their resignation became effective.

Mid-year Conference

There was no mid-year conference for the interns during the 1958-59 school year. Instead, Dr. Ross Mooney, psychologist at Ohio State University, was invited to work with the staff. Consequently, on January 7-10, 1959, Dr. Mooney conferred with the staff and discussed and demonstrated certain aspects of perceptual psychology. Through this conference the staff sought new insights to help them become more effective with the interns.

Group I Program Extension

The experiences for Group I were extended on an informal, unofficial basis for a year beyond the official completion of their two-year program. In the spring of 1959, the group decided to have nine meetings during the following year and identified the following topics for study in the meetings: relating to teachers; planning effectively, continuous in-service programs with teachers; the learning process; evaluating the supervisor's and teacher's work; studying child growth and development; examining recent trends in subject-matter instruction; and, in-service growth as supervisors.

These meetings began on June 27, 1959, and continued throughout the school year. The expenses of the interns were borne by their respective school districts, and the services of the co-directors and other consultants were financed by the project.

This third year experience was appraised by staff and the supervisor-interns as extremely valuable. In two instances, Group I invited Group II to attend the conferences, and in one instance Group III was invited. The conference provided rich experiences for all three groups. The fact that Group I interns chose their own topics, developed activities and evaluated outcomes seemed to add much to the value of their work. Experience gained by the two members of the staff involved provided much insight for further work with Group II and Group III.

The extended experience gained with Group I and that which was being gained with Group II, along with the fact that only eighteen interns were in the first two groups when thirty-two had been expected created in the minds of the staff the desire to work with a third group beginning in the summer of 1959. The addition

of such a group would allow the staff to utilize all the insights, skills, and understandings that had been gained developmentally in work with the first two groups. It was also realized that more adequate data were needed than had been gathered in Group I and Group II. As previously indicated, a request was made to the Fund for the Advancement of Education for an extension of a year, operating within the original budget framework, to experiment with a third group. This request was granted and a final group of twelve interns was projected for 1959-60.

Problems Encountered in the Internship, 1958-59

The greatest problem encountered during the year 1958-1959 was that of how to maintain unity and harmony within the PEPES staff. A climate of cooperation and understanding had been sought diligently by all members of the staff, but had not been achieved. Because of this concentration on staff problems, many questions raised at the end of the school year 1959 regarding the internship, the bi-weekly meetings, and the mid-year conference were left largely unanswered. However, beginning with the summer of 1959 greater clarity of purposes was achieved and efforts were redoubled to find the solution to the problems.

Summary (Group I)

As indicated throughout the previous sections, this has been a narrative description of the work done with the first group of supervisors to participate in the project. The basic assumptions underlying the entire experimentation and the conditions under which the project was initiated have been described. The story has been of the staff's efforts to find and to develop operational skills, processes and procedures which would effectively enhance the personal development of the student-supervisor. It has indicated some of the difficulties arising within the staff as they worked together. The effort has been to communicate the experiences gained from working with this group so that they could be used as a base for modifying the programs of preparation for subsequent groups. For example, from the experience and data gained from this first group, such questions as the following were raised:

1. Should there be more active staff participation in determining directions (areas) of group work?

2. Should a staff attempt to help students become more self-directive by approaching "self" frontally or by helping students as they work on the development and implementation of supervisory plans?
3. Can self-direction be achieved other than through the expansion of one's skills, knowledges and attitudes as one experiences the requirements of his job?
4. To be effective does a staff participate in the internship only on request or does a staff initiate opportunities for its participation with students?
5. Does a staff focus its attention in the internship only upon the individual intern, or work with the intern in terms of the other persons working in the setting?
6. What skills are required of a staff to work effectively with individuals within a school setting?
7. What should be the relationship between the individual internship of the students and their work as a group during the bi-weekly meetings?
8. What skills and understandings are necessary for a staff to work more effectively with a group of interns in the bi-weekly meetings?
9. How can a staff more effectively exhibit "supervisory behavior" with interns in a fashion that will be more productive for the growth of the intern and for the development of supervisory programs within their school districts?
10. How does a staff help a student identify promising areas of growth and then plan with the student for experiences to provide opportunities for this growth?
11. In a developmental experimentation, what records of experiences and activities should be secured?
12. In terms of next steps, what would a broad research design include to:
(a) describe the person who entered the project, (b) describe the activities and experiences provided in the project, (c) describe the activities and experiences engaged occurring with the development of local programs of supervision, (d) describe the person leaving the project, and (e) describe instructional changes occurring within the system as a result of the supervisory program?

Thus, from the experience and data gained from working with this first group of supervisors, new dimensions of the project were created. The staff's original assumptions, plans, and procedures took on new meanings. Original and persisting questions acquired and required new interpretations and ways of solution. Consequently, modifications in staff behavior, in the staff's planning and in the staff's projections for the future began occurring early and were continued throughout the project.



CHAPTER THREE

THE PREPARATION PROGRAMS OF THE SUPERVISORS IN PEPES II

The original proposal of the project was that two groups be involved in the experimentation, each to consist of sixteen persons seeking preparation for educational supervision. Each group was to begin in June of consecutive years, 1957 and 1958. This chapter deals with the second group, which entered the project in June, 1958.

Though the same general procedure is used in describing the work done with PEPES II as with PEPES I, the stories are not alike. Group II was larger and had greater diversity among its members. The settings within which these persons operated were quite different. The staff was larger, and some of the staff members had the previous year's experience with PEPES I. Therefore, the story of this group is uniquely its own and reflects the staff's efforts to implement a preparation program consistent with the uniqueness of the persons within the group.

Recruitment of Interns

A number of decisions regarding the recruitment of supervisor-interns for 1958 had to be made. These grew out of the experiences gained in the selection of those starting their experience during the summer of 1957 and the subsequent year of experience with that group. The following decisions were guidelines for the 1958 recruitment effort:

1. The superintendent should again make his own choice within the limits imposed by the University of Kentucky Graduate School, the State Department of Education certification requirements and some general criteria that the PEPES staff would suggest.
2. Because of apparent shortage of candidates, recruitment of the quota should take precedent over more careful selection.
3. Interviews by one or both co-directors should be continued.
4. Rural counties west of the north-south line running through Lexington should be admitted to the project if, after districts east of this line were contacted, an insufficient number of supervisors had been recruited.

The recruitment for Group II started formally in January 1958, although recruiting had not ceased since the experiment had begun in the summer of 1957. The many obstacles to recruitment of Group I were still present except that more time was available to seek participants. A survey was conducted in January, 1958, to ascertain the school districts that had no supervisor as provided for in the Foundation Program Law of Kentucky, and it revealed that twenty-three school districts within the project's territory were eligible for one or more supervisors for the 1958 school year. Eight additional counties immediately west of the established north-south line, all within appropriate mileage range, were included in the 1958 recruitment. The superintendents in the thirty-one school districts were contacted personally by one of the co-directors during January, February, and March.

As in the previous year, the selection committee was composed of the two co-directors and the superintendent of the participating district. The candidates for the internship in all except a few instances were interviewed by one or both the co-directors.

The number of interns sought for Group II was twenty-six, because only six had been involved during the first year and the original plan had called for two groups of sixteen interns each of the first two years. Despite a tremendous effort, only fourteen interns were recruited. However, field contacts indicated that a group just

as large would be available for 1959, if the project were extended for a fourth year. Somewhat later, the Fund for the Advancement of Education accepted a proposal for a third group to start the summer of 1959 and end June 30, 1961.

The problems encountered in the recruitment phase of 1958 were as follows:

1. Lack of interest on part of school district to employ a person as supervisor.
2. Skepticism as to the value of supervision.
3. Lack of qualified personnel within the school system.
4. Incomplete understanding on the part of the superintendent, of supervision, and the contribution that supervision could make to the improvement of instruction. (Supervision was relatively new in Kentucky at this point.)
5. The unwillingness of available school personnel to enter the field.
6. The negative feelings left in some school districts by former programs of supervision.

Changes in Staff

The fourteen newly recruited students, added to the original group of six, brought the total number of participants to twenty. These persons were from a geographic area extending from the Tennessee border north to Ohio and from Elizabethtown on the west to Whitesburg and Beattyville on the east. The enlarged area, approximately 4,500 square miles, and the increased number of school systems that would be served, made it necessary to add at least one staff member to assume a primary responsibility in the internship phase of the project. The staff felt it important to secure a person whose interests, understandings, and background of experience would be compatible with the basic purposes and assumptions of the project. When this person was secured, the staff consisted of two full-time field coordinators and the two part-time co-directors.

The Initial Summer, Group II, 1958

With the addition of the new staff member, and the selection of fourteen new supervisor-interns, the staff turned its attention to planning for the summer's program.

The supervisors' and staff's evaluations of Group I's initial summer's experience were critically reviewed. The original purposes and procedures were carefully screened in terms of their contributing to the effectiveness of each supervisor in developing an instruc-

tional improvement program. This process led the staff to the conclusion that the basic purposes were sound. The problem was effective implementation—or the development of processes and procedures by which the purposes could be attained. The staff, though it held basic purposes for each student, continued to feel that it was detrimental to the development of the students to say that such purposes existed. Therefore, the staff agreed that its basic purpose (and the one it would communicate orally to the students) would be to continue working with the students to help them develop the knowledge, understandings, attitudes, and skills they felt necessary to become effective supervisors.

In addition to this general and admittedly vague single purpose, the staff members also agreed among themselves that they would use the summer's experience to initiate a two-year program of preparation. This part of that program would attempt to:

1. Orient the students to this particular part of the program.
2. Establish ways of working with people consistent with expressed beliefs about human development.
3. Establish a climate in which the individuals in the group would feel free to advance, explore and examine ideas, needs, concerns, and interests which were of significance to them as individuals seeking to develop as supervisors.
4. Help the student acquire basic understandings of his own behavior, thereby gaining insight and understanding of the behavior of others.
5. Help the individuals develop the understanding that instructional improvement depends basically upon the improvement of the teaching behavior of the instructional staff.

Implementation

With these purposes in mind, the staff looked at the processes and procedures to be employed during this eight-week initial part of the program. It was apparent that the previous year had provided experiences that had sharpened the skills necessary to work in ways consistent with the purposes. The staff members realized the experience would be a further learning one for them. It also recognized a need to describe basic operational procedures in general terms. The procedures were regarded in terms of:

1. Behaving in a manner that focused upon the personal development of the individual rather than upon the individual's attaining a predetermined level of proficiency in verbalizing supervisory terms and techniques.
2. Taking the students' questions, concerns, interests and problems as the bases from which to develop meaningful learning experiences. Con-

- tent would be determined by the nature of these questions and problems rather than by a series of textbooks or by a formal course of study.
3. Using these questions and problems in the same manner a supervisor would use the natural interests of teachers as a base for developing an effective in-service education program. In this way the staff would demonstrate their concepts of effective supervision and the class would experience these concepts first hand rather than vicariously.
 4. Demonstrating the manner by which a supervisor begins with these natural interests and concerns but uses them as vehicles on which to move to a more significant level of study and understanding of human behavior and its modification as a base for effective supervision.
 5. Assessing the group's progress and the staff's behavior in an attempt to demonstrate the necessity of continuous evaluation and modification of behavior and program in terms of data collected.

The above describes the staff's understanding of the ways it should seek to achieve its purposes. These points had enough meaning to serve as a frame of reference within which the staff could operate. It was further decided that the weaknesses attributed to the first group's original summer could be avoided if the staff evaluated itself periodically throughout the eight weeks.

The fourteen students arrived on June 9, 1958. Since the project was designed to provide a common "block-of-time" experience for each during this summer, their transcripts were reviewed and appropriate course numbers assigned. There was a total of eight courses, or twenty-four semester hours, from which to develop a summer schedule. Some of the students had only the minimum of six semester hours of graduate work while others had thirty or more. One student became very upset while working out his schedule. Several never quite understood what had been done or why, for the schedules developed did not correspond to the stated program of study described in the catalog.

For some of the group, registration continued to be a major problem. Even though it was discussed in the group and in individual conferences, three persons were never able to understand it. To the staff this meant that some individuals in the group were so oriented toward following directions word by word that they would have difficulty in developing the flexibility necessary to become an effective supervisor. It meant further that careful effort must be made to develop for these persons and the group experiences that would help them lose some of their rigidity.

Because of the confusion emerging from the registration, the first session was devoted to describing the project, its purposes, its

organizational and operational patterns and its relation to the requirements for a degree.

The group members decided the second day that they would like to spend some time getting to know each other. Introductory orientation extended over a period of four days, and while it revealed several areas of common concern and common interests, it also pointed up the wide range of backgrounds of experience and the wide divergence of interests. Also, during this week the students took the standardized tests and "Q" sorts, completing the latter outside class.

When each student filed a formal application for admission to the project he responded to these questions or statements: Why I want to be a supervisor. What is the function of a supervisor? What was your most satisfying experience as a teacher? Describe some school or community activity in which you have assumed leadership. Who are you? The staff reviewed each of these applications to become more familiar with the students, their interests and their points of view. The responses provided data which the staff could use in helping the group develop its work.

The staff and students began the second week by attempting to set up purposes and procedures for the remainder of the summer. Though the staff took the leadership role in getting the group started, they felt they should play down the traditionally expected role of a teacher.

The general plan was to allow the students to initiate the group's discussion and to permit them to develop their own plans and procedures. The staff members were to offer reactions or suggestions only when they seemed appropriate. The purpose was to increase the students' skill in directing their own learning experiences.

A new member joined the group during the second week, bringing the total to fifteen. Also, during this week, the students began to question and examine human behavior, its causes, its development, and its modification. The list below describes the areas the group pursued in their reading, in large and small study groups, and in their discussions:

1. The role of the supervisor
2. The relationship of the supervisor to teachers, principals, superintendent and public
3. The primary responsibility of the supervisor
4. Instructional improvement

5. Learning
6. Modification of behavior
7. The relation of values to personal behavior
8. Value development and modification
9. Values *I* hold—need to hold
10. The influence of my values on *my* work
11. The difference between manipulation and democratic leadership
12. Leadership for instructional improvement
13. The relationship between leadership, values, learning and instructional improvement
14. The importance of climate in supervision
15. Ways of working in freeing people to learn
16. The needs and interests of the staff as a base for initiating instructional improvement activities
17. The inconsistencies between values we hold and current operational procedures
18. Processes and procedures for improving instruction.

Obviously such a descriptive listing of topics can only suggest the kinds of concerns or interests which were pursued. Possibly the following general description of the group's movement will add meaning to the list.

The group initially was concerned with securing specific answers to specific questions regarding supervision. When the staff indicated there were no definitive answers applicable to all situations, the group became exceedingly concerned. Out of this concern developed questions related to the role the supervisor is expected to fill in a school system. Responses to these questions indicated that supervisory roles were defined differently by different people in different settings. Here again the group members expressed feelings of uncertainty and anxiety. For several days they questioned what they would do in their systems, questioned whether or not they even wanted to become supervisors, and questioned whether there were any possible ways for a person to function under so much uncertainty.

Records from that summer indicate that because of this uncertainty, the staff exercised overt leadership to bring the group to explore the general concept that supervision, its nature and implementation, resides not in an external definition or verbal processes but is resident within the supervisor. They also consciously introduced the concept that the quality of an instructional program is dependent upon the persons involved in that program. The point

was made that instruction improves only as the persons responsible for it improve.

With the introduction of these points of view regarding instruction and its improvement, the group moved into an exploration of human behavior. As behavior was examined, the influence of needs, interests, values and processes was studied. These were investigated first in an exploratory fashion, but soon the group members began to look at their own behavior. Individuals became personally involved in this study and were concerned over their own behavior as persons and as educators.

This summer's records further reveal that these concerns over behavior led the supervisor-interns to a concern over their assuming responsible leadership roles. They were concerned about helping teachers and administrators modify their behavior in terms of a more effective instructional program. Questions developed regarding how one person helps another person learn. The more lively and involved discussions were concerned with reconciling the worth and integrity of an individual and his own development with the responsibility of the supervisor to function as a leader to help an individual develop a more adequate professional behavior. Lengthy explorations were made of: being honest in relationships; manipulating people; providing a climate conducive to freedom of the individual yet oriented to facilitating his development; using the natural needs, interests and concerns of individuals as means for initiating a relationship with them which would facilitate their development; and developing ways of becoming responsible self-determining persons capable of developing adequate instructional improvement processes.

As part of the summer's experiencing, the group engaged in several other kinds of activities. Each member took the Graduate Record Examination. This created frustrations and conflict within the students. As one of them said:

In our class we are trying to learn how to free ourselves from external pressures and to become more competent in directing our own development, but we are required to take this examination in order to be admitted to a graduate program. The inconsistency is overpowering. If we had not worked as we have this summer, the examination would not have bothered me. Now, it terrifies me.

Finally, any description of this summer's program would be incomplete without mentioning the related activities. Along with

the classroom and more work-centered experience, which occupied most of the time, the group enjoyed field trips, excursions, picnics, luncheons and dinners which contributed much to their development as a group.

Problems Encountered

As the group embarked upon this new and different venture, it encountered both successful and unsuccessful experiences. Along the way, certain factors detracted from the positive values of the experiencing. Since the project was devoted to the development of more adequate preparational programs for educational supervisors, the identification of negative factors was important in developing more adequate experiences for such an initial summer.

The following list identifies and briefly describes those problem factors which seemed to have had the greatest influence upon the summer's work and the subsequent development of the project.

1. Initial registration and orientation procedures created different understandings of purposes and these resulted in frustration and confusions. Several students were never able to reconcile the courses for which they were registered with the stated purposes and procedures for the summer. As one person said, "I am registered for a course in local school administration, yet there is nothing within the plans here for me to study that. I know we are to identify our concerns and develop the course from these, but I am accustomed to having instructors tell me what I am to do." For some persons the conflict between their personal expectations and the actual procedure followed continued to be a point of discomfort throughout the summer.

2. The heterogeneity of the group was felt because of the students' differences in expectations of the staff, the differences in professional experiences, and the differences in professional purposes and role concepts for themselves as supervisors. These often created situations which allowed certain students to dominate the group and to pursue areas of personal rather than group interest.

3. Frequently, personal interests conflicted with group concerns. When individuals would lay out their own concerns others did not respond, for they were not quite sure of what could be done with them. Again, this uncertainty tended to permit or encourage certain vocal students and staff to propose procedures which reflected the personal concerns of a few rather than the concerns of all.

4. An overdependence upon the total group developed from the staff's emphasis during the orientation upon the importance of working for two years in a manner similar to the way a supervisor would work with a group of teachers. This emphasis upon the group and group work along with subsequent procedures created misunderstandings. From the early stages of the summer, both students and staff developed a resistance to forming sub-groups to work on specific problems. Hence, the group felt compelled to remain as a total group where the more vocal students and staff members initiated the consideration of areas that concerned only a few.

5. There was a considerable lack of unity within the group. The initial heterogeneity of the group, the misunderstandings cited, the staff's performance, and the lack of common understandings at times indicated that the group was a collection of individuals held together only by their having registered for courses and having agreed to participate in the project.

6. The staff's encouragement to move into the study of behavior set the stage for anxieties and frustrations. As pointed out earlier, the group became personally involved in the study of human behavior and its modifications. Students and staff members often projected themselves into the study. The staff felt that if the student could come to understand himself, he could more nearly understand others. The result was a lengthy and frontal exploration of self-concepts, self-actualization and self-realization. Such an assault upon such threatening topics further frustrated and confused both students and staff. From these experiences were born suspicions, concerns, and anxieties which highly colored future developments.

7. An integral part of each of these problems was the lack of understanding and skill on the part of the staff. The activities developed and pursued with this group were quite unique. None of the staff had ever worked with a group on self-concepts in such a frontal manner. The staff felt that its purpose was to help each person move as rapidly and as comfortably as possible toward becoming more self-actualizing and responsible in his behavior. Therefore, at the time, the frontal approach seemed desirable and profitable. However, the staff realized that it was moving far beyond its level of competency in working with a group in an effective manner on such topics.

8. Another part of each of these problems was the lack of unity within the staff. As the group developed, and as the staff inter-

preted the reactions of the students and encouraged a more thorough study of behavior, each staff member experienced quite differently. Consequently, each played a different role with the group and drew different conclusions from the group's work. In addition to working with this group, the original three staff members were working with some of PEPES I in the evenings. The new staff member had a responsibility outside the project which took part of his time. Consequently, he did not share in these experiences to a large degree. Another staff member was involved in advising a large number of summer school students. This limited the amount of time he could devote to staff planning. As a consequence, staff differences began emerging. Differences in points of view, in operational behaviors with the group, and in individual conferences, and differences in purposes for the group came to the fore. These differences and the lack of both time and ability to reconcile them resulted in a lack of unity.

9. Finally, the lack of positive leadership on the part of the staff is now viewed as one of the major problems of this summer because this lack actually shifted more leadership (both consciously and subconsciously) to the group.

Further Assessments

The identification and description of the above nine areas of problems suggest one form of assessment of this phase of PEPES II's preparational programs. This assessment was used as a base from which the staff was able to isolate factors needing refinement or avoidance to improve this particular phase of a preparation program in the future. To restrict assessment to such a narrow and negative frame of reference would lose the full value of this experience, so other assessments of this summer's work should be described.

The students in evaluating this experience said it had been one of the most enjoyable and profitable experiences of their lives. Never before had they had the opportunity to live with four college instructors in such an open, informal and free manner. One student commented, "I have always been afraid of college teachers; now I know that you are just as human as I."

Moving beyond this general recognition of the worth of the summer's experience, the group identified the following positive factors which had significant meaning to them:

1. The staff and students had been successful in creating a

climate in which freedom and acceptance were felt. Seldom did the students express any doubt about the staff's willingness to allow them: to explore new ideas, to state values or beliefs and to defend them without fear of embarrassment or reprisal, to read widely and to discuss in the class or in individual conferences those things which were of value to the individual, and to become increasingly responsible for the group and its work. To all of these students such behavior and such procedures were unique to their experience.

2. The ways in which the staff worked and the group functioned were felt to be consistent with the student's interpretations of the staff's beliefs regarding human behavior and supervision. The staff's encouragement and efforts to utilize the needs and interests of the students as the base from which the course developed were of great value to the students.

3. The experiences in the study of human behavior received high praise from most of the students. One said, "I never realized how little I knew myself." Another commented, "If we can understand ourselves and find out why we behave as we do, we shall certainly be able to work with teachers more effectively." Still another person said, "In all my years, I never thought of the knowledges and understandings of this area as being important. Now I know that 'what we are' determines what we do. Therefore, to improve myself as a supervisor means that I must begin to improve myself as a person." The awareness of the importance of the behavioral sciences and of the need to develop skills to use their contribution effectively was apparent.

4. The recognition that the supervisor's job is to improve instruction was reported time and again. The belief that instructional improvement results from the modification of teacher behavior became clearly evident. The students repeatedly acknowledged this belief and recognized a need for help in finding ways to work with teachers to achieve this end.

Not all of the students' reactions were positive. Each person reported some facets of the work which had caused him some concern or had detracted from the meaningfulness of the summer's work. These reactions are summarized in the following points:

1. The organizational and operational procedures moved beyond the students' experience and therefore created some anxieties. One said, "This was wonderful, but I have been so scared that you would 'pull the rug'

out from under us." Another student commented, "I have never worked this way before; I was completely lost and simply had no idea of what to do during the first three weeks."

2. At times, staff behavior caused much concern. Students seemed to wait for the staff to tell them what to do; and, when the staff refused, anxiety levels rose. Also, staff disagreements and the differences between individual staff member's points of view were also confusing. Finally, the staff's lack of leadership when it was needed was recognized by the student as a weakness of the program.
3. Too much time spent on ideas and concerns of a few was another weakness of staff and group behavior. Many of the students recognized that the more verbal members of the group led them into areas of little significance to the group as a whole and felt the staff was responsible to prevent such meandering.
4. Some of the students expressed deep concern because they had received little specific help in terms of the job they were to do. Although the summer had been of great value to them, each indicated a need for more specific help in planning supervisory activities and programs.

Another dimension in assessing the summer's effectiveness is the staff's reaction to it. The records indicate there were mixed feelings expressed by each staff member. There was evidence that the original purposes had been achieved to a degree, but there was a question as to the real meaning this experience had for the students in terms of their needs as supervisors. More specifically, the staff's assessments might be summarized as follows:

1. Though objective data were not available, observations indicated student and staff progress in terms of: developing ways of working which were somewhat consistent with the stated beliefs about both learning and supervision; creating a climate which was relatively free from the typical threats of formal classes; deepening the meanings of verbally expressed understandings of human behavior; and developing insights into a concept of supervision which reflects a belief in the worth of the individual and an understanding of human development.

2. The staff felt the operational procedures had been the weakest part of the summer. Consistent effort had been made: (1) to operate in terms of the students' expressed interests and concerns, (2) to take these interests and concerns and use them for a more basic study of human behavior and educational processes, and (3) to demonstrate these two steps as productive for supervisors. It was recognized that the summer's experience had done much to help the staff sharpen its operational skills. However, it

was also recognized that the skill to implement many of these and many of the stated beliefs was lacking. Therefore, the improvement of skills in both group work and individual conferences was identified as needing emphasis during the coming year.

3. In assessing the specific growth of students, the staff observed substantial evidence of achievements in communication, in feelings of comfortableness in working with a group, in increased skill in group work, and in increased understandings of themselves, others, and their jobs as supervisors. Yet, in the cases of two persons there was evidenced a loss in self-confidence.

4. The staff felt it had done an adequate job in terms of its stated purposes. However, it recognized many weaknesses in what had been done—particularly in the frontal approach to self-development. It also realized that the experience had added much for the staff's own growth. The background the staff had received from this experience would pay dividends in working with the students in the field during the next two years.

In summary, the initial summer's experience for PEPES II was felt to have been reasonably successful. Strengths and weaknesses had been identified and questions raised. The positive attitude with which the group concluded the summer signaled hope for the coming year. The group had been initiated into the project and their preparational experiences would continue throughout the next two years.

First Year Internship, 1958-59

Group II interns became involved in the first year of their internship at the same time Group I interns were beginning their second year; thus there was great similarity of purposes and operations between the two groups. As has been indicated, there was a more direct focusing on the problems the interns encountered on the job through the work of the field consultant and the bi-weekly experience. Focus on self was still considered important, but increased emphasis was placed on problems as the person related to them.

A much greater effort was exerted to relate to the superintendent of each of the school districts involved. Meetings were held with the superintendents in July and January to examine instructional problems existing within the districts and to explore their roles in the process and role relationships with the supervisor.

Bi-weekly Meetings

The bi-weeklies for Group II in the fall of 1958 were related to the immediate problems and concerns as they arose of the interns in the respective districts. The problem of improving reading programs was one that the intern recognized not only in the district but within himself. Diagnostic reading tests were taken by the interns to evaluate their own reading ability and to better understand reading tests and their use. The study of tests and testing programs was pursued in light of the fact that the National Defense Education Act was stimulating the use of more tests in all districts. Teaching materials in many subject areas were studied for appropriate utilization. The question of what constitutes teaching was investigated through a number of meetings. The problem of district-wide planning by a school staff for improved school programs was explored at great length in a number of meetings. Principles of planning were formulated as they related to the development of in-service education days, testing programs, workshops, and study groups. The supervisors' role in using textbook adoption as a vehicle for in-service improvement of staff was carefully analyzed.

In March, 1959, with partial financial support from project funds, the interns attended the National Association for Supervision and Curriculum Development conference, held in Cincinnati, Ohio. For most of the interns, this was their first national conference of such nature and it provided them with rich experiences that had a direct relation to their own supervisory operations. This conference was selected by both staff and interns as needed and of interest, and planning was done so that there was a range of experiences among the various members of the group. Subsequent sharing of experiences and subsequent evaluation added depth to the learning opportunities provided by the conference.

Beginning in April, 1959, the staff set forth four basic purposes for the bi-weeklies and for all other aspects of the experimentation. They were: (a) to develop a theory of education; (b) to develop a concept of supervision (on the job); (c) to acquire knowledge, information and understanding of the job of the supervisor; and (d) to develop the skill to apply supervisory functions to supervisory tasks. The remainder of April and the two meetings in May were spent in studying theories of learning to better understand how learning takes place more effectively, as it related to both a teaching staff and children.

During each semester each intern spent some time assessing his own behavior, and that of the group, in terms of moving toward the goals that each had set for himself. This activity took place both in the group and in personal conferences. The assessments were then translated into letter grades to meet institutional requirements.

Problems Encountered in the Internship

The problems in the internship, bi-weekly, and mid-year conferences have already been discussed as they occurred in Group I. A problem that seemed to be present within Group II that was not present in Group I was a subtle suspicion existing between some of the interns and between some of the interns and staff members. Regardless of the efforts and different approaches made by staff members and interns, personality irritations were never completely resolved. It is possible that staff behavior helped to produce this situation, but it may have also been a result of the particular assortment of personality types involved. For a few members of the group, personality conflict was a major problem, and it affected the whole group to a degree.

The Second Summer, 1959

The need to meet the rules and requirements of both the College of Education and the Graduate School was again recognized by the requirement that each master's degree candidate take a minimum of six semester hours of work outside the field of education. Those working beyond the master's degree scheduled course work appropriate to their experience and needs. A course in elementary school curriculum was provided for any who had not previously had such a course.

The three general purposes as indicated for Group I, second summer, were again followed. There were some additional purposes that were staff determined on the basis of experiences of the first summer and the first year of the internship. These purposes were:

1. To continue the reorientation of the group that began in April regarding: the development of a theory of education, the development of a concept of supervision, the acquisition of knowledge, information and understanding of the job of the supervisor, and the development of skills to apply supervisory functions to supervisory tasks.
2. To develop changed attitudes regarding the internship and to establish the necessity of keeping a record of intern activities.

5. To develop a more adequate sense of groupness among PEPES II interns and to find more adequate ways of relating to purposes the group set for itself. There was recognized a need for more active participation by members of the group in serving as chairmen, recorders, and planners.
4. To introduce and to work for the acceptance of the two new field consultants who were replacing those who withdrew just prior to the summer session.
5. To work on more specific problems that confronted the interns based on experiences of the previous semesters as they related to future plans. Less emphasis would be placed on isolated self-examination.

With the three general purposes already indicated serving as guidelines, the students registered for the second summer. The specific courses chosen by the students with the aid of the staff are listed below. The courses and the numbers enrolled in each were: Child Welfare Services, 6; Principles of Sociology, 6; The Elementary School, 6; Inter-disciplinary Seminar, 3; The Secondary School, 1; Geography of Kentucky, 1; Special Problems in Geography, 1; and Student Teaching in the Elementary School, 1.

Operational Procedures

As with Group I, each of the students attended regular college classes one hour per day for five days a week for the eight-week term. The exception was the course in the Elementary School.

With one exception the classes were typical graduate classes with the lecture method generally used. Daily readings in a text and related materials, term papers, reports, and examinations were required in each of the courses. All the regular classes were scheduled in the mornings, leaving the afternoons for the PEPES seminar, study, and other activities.

The PEPES seminar was modified as to length, number, and specific purposes for the second summer of Group II. Class planning was done cooperatively by students and staff to provide the greatest opportunity for growth of each individual. The remaining experiences followed the general design of the first summer. The types of experiences engaged in during the second summer of 1959 were:

1. There were discussions of how to adjust to class experiences in other disciplines.
2. Six students worked together as a sub-group to develop a role-playing skit to be presented to the membership of the class in the elementary

school in order to help that group better understand the role and functions of the supervisor in a school system. The total PEPES group was involved in planning, developing and criticizing the skit.

3. Purposes and functions of the fall internship phase were reviewed and discussed.
4. Considerable time was spent by this group to establish a relationship between the courses taken and their contributions to the development of the individual as a supervisor.
5. The purposes of the PEPES project were laid out in full by the staff to develop a further understanding and greater appreciation by the interns of the experiment in which they were involved.
6. The internship was interpreted to the interns by the two new field consultants based on their understanding of the internship of the past two years and in light of their own perceptions of what it should be.
7. A series of reports on the supervisory programs within the districts served by the interns were given in order for the group to evaluate progress, see the scope of change, compare and contrast, and to emphasize the need for different approaches and activities in the varying situations.
8. The need for keeping adequate and effective records for the individual intern as well as to provide a way by which staff could be kept better informed regarding activities within the respective school districts was explored at length.
9. Much time was spent on the study of the use of tests and test results within the school district. (Great emphasis on tests and testing was being stimulated by the NDEA in Kentucky at this time.)
10. Two members of PEPES II presented concepts regarding supervisors and supervision in a seminar of superintendents and principals who were taking graduate work in the College of Education. The results of this seminar were shared with the group.
11. The chairman of a state committee engaged in the development of standards for accrediting schools in Kentucky presented the underlying assumptions of the project and explained some of the basic criteria to be used. Operation and administration of the standards were also discussed.
12. The purposes for the bi-weeklies were reviewed, discussed, and re-defined in light of these discussions. Plans were made for setting up a committee to consider experiences for the group during the bi-weeklies beginning in September.
13. Students read widely to prepare for topical discussions and to background their personal interests.
14. There were many individual conferences between one or more staff members and the interns as they worked on individual problems and concerns, or planned for the work of the fall. The summer was a "getting acquainted period" for the interns and the two new field consultants. The field consultants were brought up to date on the goals, activities, and planning of the interns as they developed their supervisory programs for their respective districts.

Problems Encountered

Many of the problems that this group encountered were the same as those faced by Group I in its second summer. Because of such problems, the staff began to shift its emphasis from a frontal attack on self to the utilization of the problem-solving method in attacking real problems of significance to the student. As has been indicated, this reorientation by the staff was started in April and was actually still in process throughout the summer.

The problem of personality conflicts was still present within the group but seemed to lessen considerably as they attacked problems and got to know the new staff members better. The assumption of more direct leadership by the staff and students seemed to relieve some of the past tensions. The reduction of the number of afternoon meetings from daily to an average of three each week reduced but did not completely remove time pressures.

Assessments

At the conclusion of the school year, the staff asked members of PEPES II to evaluate their cross-campus experiences of the second summer. The response to the work taken in the College of Arts and Sciences was generally positive. Some quotes from the intern responses best illustrate the positive aspects:

A significant contribution. A broader background for a broader view toward educational supervision. The sciences of anthropology, psychology and philosophy, when applied to education can enrich the thinking and action of the educator. This group of administrators and staff members was of varied cultures, attitudes, values, personalities, talents, and educational backgrounds. For this reason another science was involved—sociology. The aggregation of these disciplines contributed to an enriched experience for me. There was a great opportunity for creative learning.

Group performance . . . was a cooperative quest. Where more than one set of values became pertinent, we looked for means to pursue all sets, hoping to find a way of integrating the opposing values, thereby creating an improved solution.

Greater understanding of how a representative group from major disciplines look at supervisors.

Greater understanding of supervisor's working across organizational lines in schools.

A broader concept of supervision and behavioral problems.

By looking at the total picture of school administration and defining roles of each person one saw the importance of the cooperative team approach to the solution of problems.

I feel that I have a better understanding of society in general and children in particular.

Helped me to realize more fully that we can't solve problems for people but we can help them solve their problems when they are willing.

In general, the students felt that the experience gained in other disciplines was exceedingly beneficial. However, there were some dissatisfactions expressed. The following suggestions were made to improve the experience for groups that follow:

1. Students should be more careful in choosing disciplines and instructors.
2. The use of the seminar approach for graduate students should be utilized more.
3. There should be the attempt to relate the theory of a discipline to the practical needs of the students involved.
4. Teachers in the disciplines need a clearer understanding of what supervision in education is and what the basic purposes are. The teachers should know the various professional interests their students have.
5. Supervisors, cross-campus instructors, and the staff of PEPES should meet together before classes begin to clarify purposes.
6. The methods of evaluating and assigning marks should be carefully assessed and made clear to the class members.
7. Fewer courses should be required in the other disciplines in the summer.
8. Use of the inter-disciplinary approach to study should be greatly increased.
9. Rivalry and misunderstanding between the various colleges within the University should be reduced.
10. There should be a more careful coordination of the total preparational program afforded the supervisors.
11. The student should be given a greater opportunity to develop his study program within a discipline.
12. A closer relationship should be developed between the staffs of special programs and those offering instruction that relates to the special programs.

The need for exploration in other disciplines was not questioned by the supervisor-interns. Contrary to the opinion of many critics of education, the vast majority of those preparing for leadership in education are seeking to learn from all sources, ideas, information, concepts, and values that will aid them in becoming more effective leaders. The objections in most cases are those expressed above.

The staff and students agreed that the second summer seemed to be an integral and vital phase of the experiences provided in the experimental preparational program. The exact types of disciplinary

experiences that should be made available to participants needed further study because the summer offerings were somewhat limited in scope during the period of the experimentation. The relationship of the PEPES seminar experience to the cross-campus experience indicated a need for further exploration in order for the combined experiences to be more richly integrated. Evaluation of the supervisor-interns regarding the summer experience revealed that further clarification was needed of what is meant by frustration and pressures. Where and how elements of challenge and stimulation changed into frustration and pressure needed continued research. How a staff team should relate to itself and to the interns was also considered an area for more depth research.

Second Year Internship, 1959-60

The PEPES II personnel underwent changes during and at the conclusion of the second summer program. Three supervisors resigned; one accepted a teaching position in another state; one became superintendent in the district where he had been supervisor; and the third became a building principal. This left twelve supervisors in the program.

As previously indicated, changes in staff were occasioned by the resignation of the two field staff members who had worked with the group during the first year and by the employment of two new staff replacements.

Modified Purposes for the Second Year Internship Program

The staff's assessment of the first-year program for these twelve supervisors resulted in the projection of several modifications in purpose for this group. Primarily, these were:

1. The re-establishment of a cohesive group feeling among the members of the group
2. The establishment of an internship based upon frequent, warm interaction between the staff member and the supervisor
3. The engagement of each supervisor in group and individual activities which would be productive in terms of the learning process
4. The reversal of the frontal assault on "self" and self-examination, which seemed to make certain individuals too introspective and critical
5. The establishment of the staff role in helping the supervisor become more productive in local programs and activities
6. The extension of effort toward greater coordination between the staff and the local superintendents in improving the preparation of their supervisors.

Operational Procedures for the Second Year

Generally, the same operational procedures were projected and followed that had been developed during the first year program for these twelve supervisors. Bi-weekly meetings of the group and the four staff members were held alternately at the University of Kentucky and Berea College, and the field staff worked with six supervisors each in the various school districts.

During the year, there were thirteen bi-weekly meetings of one-day duration, one planning committee meeting involving four supervisors and the staff, and one meeting of a sub-committee involved in a writing project.

In addition, there were two conferences attended by the supervisors, their superintendents, and their corps of principals; one meeting of the supervisors and their superintendents; and one regional meeting which was attended by three supervisors, their superintendents, their principals, and some teachers.

The field staff tried to establish contact with the individual supervisor in the field at least once each month. These contacts were made when either the supervisor or the staff member felt the need, but they were always made in terms of a mutually pre-identified purpose. The staff always tried to make these contacts provide opportunities for the professional growth of the supervisor, but these opportunities were usually regarded in terms of the improvement of the supervisory program in which the supervisor was working. The supervisors were encouraged to submit a daily record of their activities on a weekly basis, and these helped to maintain communication between the supervisor and the staff member.

Illustrative Activities Based Upon the Modified Purposes for the Second Year

The following illustrations show how the modified purposes for the second-year program for PEPES II were implemented:

Illustration 1.

Purpose: The re-establishment of cohesive group feeling among the members of the group.

Activity: The specific way this purpose was implemented can be shown in an activity that involved the total group and extended

over a protracted period of time. Beginning September 21, the group began trying to identify important problems to examine and resolve. From this session a planning committee, composed of the four staff members and four supervisors, was selected to do some preliminary planning for the group. This committee met October 7 and developed a list of important topics for the total group's consideration. The topic selected from this list by the group during its next regular meeting, October 13, was, "How or when does a supervisor or staff suggest things when they see a need not recognized by the teacher? When do they give or not give answers?"

To resolve this problem the group selected procedures and established a set of purposes for attacking it as a group project. The written document that emerged after approximately four months of work stated these purposes:

We had been meeting in group sessions over an extended period of time, as a part of the preparation program for supervisors. Although meeting as a group we had not effectively identified some of the needed characteristics for group and group action up to this point. After much discussion we arrived at the following purposes:

1. A need for greater group cohesion
2. A need for positive group action
3. A need for group productivity.

Nearly four months after the beginning of the project, and after many group sessions and much individual effort, the group was able to report:

The positive acceptance of each other along with mutually determined objectives, clear role perceptions, a clarified organizational structure, group action, clear communication, the utilization of many resources, and the application of evaluation techniques is the blend for this group that has ended in a more satisfying, cohesive, and productive experience for each individual.

Illustration 2.

Purpose: The establishment of an internship based upon frequent, warm interaction between the staff and the supervisor.

Activity: As the end of the second summer approached, a supervisor asked a field staff member to schedule a time for a visit with him in his school system. He identified as purposes for the visit: (1) to orient the staff member to the system and the supervisory program,

and (2) to identify and explore ways in which the supervisor and the staff member might work together.

The first visit to the school system began with an informal coffee hour in the central office of the district. The central office personnel, which included the superintendent, his secretary, the director of pupil personnel, and the supervisor, discussed community affairs and personal interests. This informal session helped the staff member become somewhat accepted by this group.

During this first day, the supervisor and the staff member visited all the schools in the system to orient the staff member to their facilities and to meet the administrative personnel in each school. Enroute between schools, the supervisor and the staff member discussed the schools and the roles the principals were taking in program development and improvement.

The supervisor and the staff member had many conferences during the year, and these were based upon the expressed needs of the supervisor. These conferences were held in the school system, at the bi-weekly meetings, and during meetings of professional organizations.

For example, the staff field worker served in the system as resource person to a discussion group which was examining "The Teacher's Role in Improving the Child's Self-Concept." He served as an observer in several supervisor-principal conferences, and he helped the supervisor evaluate his skills in working with people.

Because the supervisor and the staff member focused their attention during the early part of the year on the improvement of the local instructional program, rather than continuing the previous year's focus on the supervisor, the staff member was accepted by the supervisor and they were able to establish an effective working relationship.

At the close of the supervisor's final year, a conference between this supervisor and the staff member produced plans for their continuing to work together on an informal basis even though the PEPES II program was ending. Thus, a continuing, productive relationship had developed.

Illustration 3.

Purpose: Engagement of each supervisor in group and individual activities which would be productive, preparational experiences.

Activity: An illustration of how this purpose was pursued can be found in the work that the staff did with one supervisor. This supervisor evidenced insecurity in dealing with the administrative leadership of his system. The staff member in early contacts with the supervisor recorded certain factors influencing the growth of this person: (1) the superintendent saw classroom visitation as the primary supervisory function, (2) the supervisor exhibited insecurity when working with the superintendent and principals, (3) the supervisor displayed a reluctance to involve the total staff in other than superficial ways, and (4) the supervisor seemed to be trying to develop supervisory roles in isolation from other persons who normally have some supervisory responsibility.

During the year, the staff worked with this supervisor in several distinct ways: (1) the field staff member conferred with the superintendent on several occasions about supervision, what might be done and who might do it; (2) the staff member attended one planned meeting of the administrative staff to work with them in exploring the roles that they might perform in supervision; (3) the staff member was able to have seven specific field conferences with the supervisor in which a major purpose was to discuss local plans and programs; (4) the supervisor was involved with the other eleven supervisors of PEPES II in a special study regarding procedures of evaluating supervision in each of the twelve districts; and (5) the supervisor and the administrative staff were involved in a conference with other supervisors and staffs in an exploration of: (a) what are the parts of a total supervisory program? and (b) how can these parts be developed in a local school system? By the end of the year, this supervisor indicated considerable growth as a supervisor. He had begun to involve more of the total staff in activities and programs to a greater depth. He had begun to confer with the principals concerning joint supervisory activities. He had begun to confer with the superintendent to try to broaden his understanding of the supervisory function. And he appeared to be more secure and confident of himself as a professional person.

Illustration 4.

Purpose: The reversal of the frontal assault on "self" and self-examination which seems to have made certain individuals too introspective and critical.

Activity: One supervisor had become so involved and pre-occupied with a hypercritical examination of himself that he was almost ignoring his own growth in relationship to the job of the supervisor. Apparently, he had arrived at this point because of PEPES II group discussions during the previous year, the reading he had been doing and other social and religious influences. It was quite evident that in his involvement with "self" he was making little effort to gain the needed understanding and acceptance of people with whom he was associated in his school system. This was revealed at the beginning of the second year internship when he said, "I am interested only in how I see people and situations, and how I react to them."

The field staff member spent many hours with this supervisor in discussions of his role as a supervisor, his perceptions of people with whom he worked, and his responsibility in helping them. Thus, he received assistance in:

- obtaining and reading materials for his own professional growth as a supervisor
- developing ways of working with teachers and their programs
- recognizing and accepting others' points of view
- developing productive procedures of working with the total staff for instructional improvement.

This student evidenced a changed attitude toward his role and the staff with whom he was associated. He evidenced new respect for the administrator and helped him gain some needed understandings of the supervisory program as illustrated in the testing program. Formerly, tests had been used for teacher rating and pupil achievement purposes. It became a meaningful vehicle for assessing pupil needs and projecting programs to meet those needs. By the end of the year, he seemed to be focusing more upon assisting people in the development of improved instructional programs and less upon introspection.

Illustration 5.

Purpose: The establishment of the staff's role in helping the supervisor become more productive in local programs and activities.

Activity: Before this supervisor was employed in the local system and became associated with PEPES, the director of pupil personnel

had been responsible for the few in-service activities which had been undertaken in that system. The superintendent and the building principals had been meeting occasionally to work on the administrative details of the system but had not worked effectively on the improvement of instruction.

At the request of the supervisor, the PEPES staff and the supervisor identified certain problems faced by the system and developed a plan of action to try to resolve these. This plan included: (1) clarification with the local personnel of the supervisor's role and responsibilities, (2) helping the central office personnel understand the relationship between supervision and the roles of the principal and teachers, (3) the participation of the local leadership in the PEPES-sponsored conferences for the local leadership teams, and (4) staff assistance for the newly appointed superintendent to encourage him to project efforts toward instructional improvement.

In an evaluation of the year's program with the field staff member, the supervisor indicated several assessments: (1) he recognized that the superintendent seemed to be more understanding of the necessity for supervision, (2) the director of pupil personnel, while working cooperatively in the in-service program, had relinquished the supervisory function to the supervisor, (3) the principals had begun to work more cooperatively with the supervisor, (4) there was more interest on the part of the teaching staff toward their own professional growth, and (5) several groups of teachers were at work studying phases of their instructional programs.

Illustration 6.

Purpose: The extension of effort to bring about greater coordination between the staff and the local district leadership in providing improved opportunities for the preparation of their supervisors.

Activity: The implementation of this purpose involved the planning and execution of a series of conferences in which the staff, the supervisors, and the superintendents of the local districts sought ways to improve instruction in the various districts. Of course, the staff's purpose was aimed at providing the opportunities for the supervisors' growth, and it was recognized that many local persons could contribute to that growth. Consequently, beginning in Sep-

tember, 1959, the superintendents were invited to meet with the staff for a discussion of how the PEPES program could be improved. This meeting raised such questions as: (1) How can I help my supervisor? (2) How can I help my board of education to understand supervision? (3) What is a good supervisory program? and (4) What is the job of the supervisor? These and similar questions stimulated plans for further meetings.

Later in the year several similar conferences were held. On November 9, 1959, the twelve superintendents met with the twelve supervisors and the PEPES staff for a conference to further examine some questions raised during the September meeting. Again, on January 9, 1960, these people along with their corps of principals met to discuss the various roles and role relationships in improving instruction. The staff saw this conference as an opportunity to assist the supervisor in role definition. On April 2, the superintendents, supervisors, principals, and staff met again to share what had been done during the interim. The activities to implement this purpose seemed to give needed assistance to the supervisors as they tried to develop supervisory roles in their local systems. The staff also helped in an area conference in which three of the school districts brought together selected personnel to work on instructional problems.

Problems Encountered

During PEPES II's second year several problems were identified which limited the quality of the program. Some of these were:

1. The almost complete change of the program focus from "self" to learning how to perform as supervisors caused some frustration among several students and caused some problems.
2. The change of staff personnel at the beginning of the second year caused some concern among the students and resulted in a lapse of time during which certain adjustments could be made.
3. The quality of emergent leadership was sometimes at a low level during the bi-weekly meetings. Often during the first few months the group was led into unproductive discussions and ventures.
4. The staff was often frustrated by their inability to help some of the students become more productive in their local programs.
5. Supervisor-staff communication was not always maintained. Even though the group had agreed that each supervisor would submit a diary of his supervisory plans and activities, this was not always done and the field staff member found it difficult to function effectively with these students.

Assessments

The data collected during the second year's program for PEPES indicated that:

1. The role of the supervisor was better understood by the group. The change of primary focus from "self" to improving the quality of supervision appears to have helped the group become more productive in their jobs.
2. The group, as a whole, seemed to become more accepting of people, particularly the members of PEPES.
3. The supervisors and the staff established a warmer and more personal relationship, probably as a result of the shift of focus toward supervision.
4. The students began to function as a group in a more effective manner. The special group projects undoubtedly influenced this growth.
5. While the staff was unable to involve some of the supervisors in any productive local efforts, most of the group did begin to function in an improved manner.

Summary, PEPES II, 1958-60

PEPES II's two-year period of preparational experience was marked by "change" which resulted in many modifications in the program and in frustrations for both staff and interns. These changes were due in part to the experiences gained from PEPES I and in part to the anticipated ways of working with a third group in the summer of 1959. There were at least eleven fundamental areas in which change was observed within the project. These were:

1. Change in staff and intern personnel.
1958-1959 An additional field consultant was added.
1959-1960 Two new field consultants were employed to replace the two who had resigned June 1, 1959.
1958-1959 Two interns dropped out at the end of the first year of internship. A third dropped out at the end of the second summer's on-campus experience.
October, 1958—A new intern joined the group.
2. There were changes made in operational purposes both in regard to the summer experiences and the field services. These have been described previously.
3. Operational procedures were modified in light of these changed purposes.
4. The number of school districts included in the project was increased from six to eighteen in a much broader geographic area. This meant that interns and field staff had greater distances to travel to attend bi-weekly conferences and other meetings.

5. Changes were brought about within the staff and the second group of interns as the data accumulating from Group I and Group II were assessed in terms of working with Group III.
6. Group II was unique in that it had to relate to both Group I and Group III. Group I was in its second year and Group III was in its first while Group II was undergoing its first and second years. Ways of working within Groups I and III were different from many of those used in working with Group II. Group II, then, was affected by both Group I and III and by the staff which was affected by reactions in all three groups.
7. The ratio of field consultants to interns was altered. In Group I there was a 1-6 ratio. In Group II there was a 1-8 ratio. This ratio, in addition to greater distances, tended to reduce the number of field contacts especially for the first year of the internship.
8. There was an initial trend toward more field staff involvement with other members of a school district staff in addition to those with the intern.
9. There was more dynamic leadership exhibited by the staff to help interns to deal with their specific concerns and to clarify stated purposes of the staff as it worked with the interns.
10. There was the move toward the more adequate collection and assessment of data and projection of what was learned into action programs. The inadequacy of certain types of data was more clearly recognized in Group II than in Group I.
11. The changes taking place within staff as the experimentation progressed caused a modification of behavior that produced insecurity in the interns. This insecurity was the result of their past experiences with college teachers who evidenced an unwillingness to change their behavior in light of what analyzed data seemed to indicate. Security for many individuals seemed to lie in keeping things fixed and unchanging rather than in the ability to change where it seems appropriate from the standpoint of both intelligence and feelings.

Many of the above changes resulted from the questions posed in the Summary of PEPES I.

Below are questions that developed from the experience of working with Group II.

1. How can you reorganize an institution preparing educational leadership to remove or reduce course and scheduling problems?
2. How might the staff work effectively with wide differences existing within class personnel?
3. How does a group (staff and students) work together to achieve greater independence of the individual and less dependence on the group as a whole?
4. How can staff and interns effectively resolve personal concerns in order to help a group move toward a collective goal set by a majority?
5. How can a staff provide more adequately for its own in-service growth as it works as a team toward preparational goals?

6. How can experiences be provided for interns that are specific and isolated to one individual within an experience geared for the preparation of others at the same time?
7. How can the staff maintain with an intern an experience that is realistic and understandable to him regardless of the degree of his maturity?
8. How does the staff maintain a balanced relationship between the vocal, aggressive and the quieter more passive intern?
9. What is the appropriate role of the preparing institution in the recruitment and selection of candidates for preparational programs for educational leadership?
10. What role should the professional practitioner play in the recruitment and selection process?
11. What criteria should be used in the selection of staff members for preparational programs?
12. How large a territory and how many interns should be served by one field consultant?
13. What are ways of orienting people to a set of purposes that are not their own?
14. What should be the length of a preparational program and its component parts within the whole?
15. What instruments, devices, and procedures should be used in measuring the growth of an educational leader on the job, as he starts and as he ends a program of preparation?
16. Are bi-weeklies too frequent, too few? Should they be held on-campus or off? Within the respective school districts or elsewhere?
17. What should be the nature of the second summer's experience on campus? What disciplines should be involved and how should they be selected? Should the preparational seminars be further reduced in time allotment and in scope of concern? Should individual conferences be extended in number? Should teams, including the supervisor, be involved in a summer action program?
18. How can personnel in other disciplines be chosen to function with those preparing educational leaders?
19. How can interdisciplinary teams be selected, organized, oriented, operated (procedurally), and evaluated?
20. How shall the work of the interns on-campus and off be assessed in order to arrive at a letter grade as required by most graduate institutions?
21. How shall assessment be made of the intern's growth on the job as he works with the development of an adequate supervisory program within a specific setting?
22. How might other instructional leaders be involved as they relate to the programs of improvement of instruction within a preparational program?
23. What is an effective in-service improvement program for a school staff within a particular setting?
24. What aspects of this preparational program are unique for those supervisors who work in rural areas?

25. What seem to be the common competencies needed by a supervisor as he works on the job?
26. How can basic problems be identified in a school system and priority choices be made for an attack on the problems selected? The same question applies to the staff's work with the supervisor-intern on personal preparational problems.
27. How are instructional roles within a school district determined? How are roles related in a harmonious, active, in-service program for improvement of instruction within a school district?

Seeking answers to these questions gave direction to the plans and operational procedures that were followed within Group III. Thus the work of the staff was modified in light of experience gained with Group I, and further modifications were effected as the staff related to Group II. The sum of the modifications as derived with Group I and Group II was implemented in the summer of 1959, when work with Group III began.



CHAPTER FOUR

THE PREPARATION PROGRAMS OF THE SUPERVISORS IN PEPES III

The third and final group of supervisors began their two-year programs June 9, 1959. This chapter is to describe the purposes and the operational procedures employed with this group. The description will follow the general outline used in reporting PEPES I and PEPES II. However, it seems necessary that the story of this third group be told with more specificity and in greater detail.

The descriptions of the programs developed for both PEPES I and II reflect the staffs' efforts to develop operational skills and procedures consistent with their stated beliefs and assumptions. The story of PEPES II relates modifications in procedures which resulted from the experiences gained with PEPES I. Each year and each new group added both the necessary data and experience from which the staff then modified their procedures in an effort to bring theory and practice into closer harmony.

The story of the third group indicates the degree to which such harmony had been achieved by June, 1959. It represents the

culmination of the experiences gained to June, 1959, then goes further to describe the learnings and modifications developed by this group through June, 1961.

Recruitment of Interns, Group III

The original aim of the project, as previously indicated, was to secure two groups of sixteen interns each. The recruitment was much more difficult than had been anticipated and at the end of two years only twenty interns had been involved. Therefore, twelve interns were sought for the final two years, to reach the original goal of thirty-two. The staff was eager to work with a third group, to have the opportunity to apply the learnings gained in working with the first two groups.

A number of important decisions made regarding the recruitment program for interns in 1959 stemmed from experiences gained in the 1957 and 1958 groups. Out of these decisions came the basic guidelines for the 1959 recruitment effort which were:

1. The superintendent again made the basic choice of the person with whom he felt he could work effectively and who could also work effectively with the teachers as a supervisor.
2. More attention was given to selection, since there were more school districts aware of the experimental program opportunities and eager for their candidates to have such experiences.
3. More comprehensive interviews were developed by the co-directors.
4. There were efforts to recruit interns within the geographic area already defined, from school districts having a geographically related distribution for the work of each consultant.
5. There was an effort to choose the county instead of the independent school district. There were interns in four independent school district units in Group II. These districts were found to be limited both in numbers of schools and of teachers and did not represent the typical rural school district pattern in Kentucky.

Some thirty school districts which had supervisory vacancies were contacted. The previous recruitment difficulties were encountered but they were not so serious as in the past, probably because the school districts were better acquainted with the project and there was a changing attitude of acceptance of supervision as a basic way of improving instruction. The twelve desired interns were secured with much greater ease than had been those of the other two groups.

The new group spent the first summer at the University in the

initial phase of their work in the project. Unfortunately, circumstances during the summer caused four interns to drop out at the end of the term. This drop-out was, of course, upsetting to the staff and an interruption to the program. Each of the interns and the system involved had made a commitment to the project for a two-year period. Each case, however, was reviewed carefully by the staff, and it was decided that in light of circumstances in each instance it was better to release the intern and school district concerned.

The question arose as to the course the staff should pursue in this circumstance. Two alternatives were possible: (1) to continue with eight interns, or (2) to secure replacements for the four vacancies. The decision was made to recruit four replacements with all possible speed and to involve them in the project at the earliest possible date. It was felt that by adding four interns who did not have the initial summer's experience data might be provided as to the value of the first summer's experience as a part of the preparation program. The four new interns, two from independent districts and two from county districts, were recruited without difficulty and were a part of the project by November, 1959.

Planning for Group III

Planning for PEPES III began immediately upon approval of extension of the project by the Fund. Just as the experiences gained from working with PEPES I resulted in a modification of operational procedures for PEPES II, so the experiences with both PEPES I and PEPES II pointed up specific modifications needed in working with this third and final group.

The two co-directors spent considerable time during the spring of 1959 determining changes and projecting possible improvements. It should be said that the staff's own observations and experiences, supported by the mounting evidence from other research studies, continued to validate their faith in the basic assumptions set forth at the beginning of the project. The following list illustrates the changes that the co-directors' experiences and the available data indicated held the most potential for developing a more effective program:

1. The staff should begin its work with the group more in keeping with the traditional expectations of a staff. Initial leadership should reside with staff and it should become their responsibility to move gradually

with the group to develop roles and role relationships so as to avoid creating excessive confusion and frustrations.

2. The development of roles should be attempted at a behavioral level rather than at the verbal level. Rather than talking about staff role and assuming that understanding and agreement followed, the staff would attempt to exhibit behaviors consistent with the development of its role. At appropriate times the role should be discussed, but only when there seemed a clearly defined purpose for doing so.
3. The group work should be oriented to identified and agreed upon purposes. The group should not be allowed to wander from discussion to discussion with lack of a clearly established purpose.
4. Activities of the group should be those the students identified as being most significant to them as supervisors. One continuing guideline to the selection of an activity was to be, "What will I learn from this that will help me function as a supervisor?" Then, once an activity was initiated, it should be continued until its significance had been realized.
5. The problem-solving method should become the basic process for the group's activities. All activities should be developed and concluded in keeping with the general process of: (a) identification, justification, and clarification of a need; (b) reduction of the stated need into component factors; (c) collection and assimilation of data pertinent to the general need and to each component factor; (d) the development of a solution, hypothesis, or plan of action based on the collected data; (e) the testing out of the solution, hypothesis, or plan; and (f) the evaluation of the consequences of the action taken with a conscious effort to use the evaluation as a means for improving subsequent planning, action, and outcomes.
6. Staff and students should increase their efforts to maintain systematic records of activities during the summer and the following two years. The students would keep diaries. These would furnish staff with a record of: (1) what the student was doing, (2) how he was feeling about his activities, (3) what he felt to be areas in which he needed help, and (4) what he and the staff attempted to provide this help. Also, the group was to maintain daily records of its work. Such information would help keep the group aware of its purposes, its efforts to achieve them, and the consequences of its efforts.

From this type of study and analysis there was developed an operational plan for the summer. It was agreed that these six modifications would be procedural guidelines to help the staff orient the students to the project and to initiate purposes and ways of working over the next two years, to the end that the result might be a more effective program than either PEPES I or PEPES II had provided.

The same general purposes were retained throughout the project with operational experiences and data providing bases from which implementations were modified. Thus the entire project was

developmental in nature with each part developing from the previous parts.

Project Purposes Reviewed

The purposes of the project have been cited before, but a review of them at this point will help to clarify the remaining sections of this report.

The experimentation was designed and conducted primarily for two purposes: (1) to develop a more adequate preparation program for educational supervisors, and (2) to improve instructional programs as a consequence of supervision.

Using assumptions and beliefs stemming from research studies and experimentations in the perceptual theory of psychology and supported by its own experience, the project staff sought to facilitate the growth and development of each individual student in terms of his:

1. Developing a theory of education
2. Developing a concept of supervision
3. Acquiring the knowledge, information, understandings, and skills essential to the job of the supervisor
4. Developing the skill and ability to apply supervisory functions to supervisory tasks
5. Developing personal attitudes, beliefs and values for:
 - a. continuing self-development
 - b. increasing self-direction
 - c. developing self-confidence in solving problems
 - d. increasing ability to solve problems
 - e. increasing ability to acquire and utilize knowledge and information relevant to the solution of problems
 - f. increasing respect for the worth of others
 - g. increasing ability to work for purposes contributory to the improvement of society
 - h. increasing ability to work with others in the solution of common problems.

Although the staff identified the above five as purposes for preparation of supervisors, it never felt that any one of them would be fully achieved during the two years each person spent in preparation. Rather they were conceived as directional guidelines, as long range goals toward which each student should develop. It was further believed that once the student was oriented toward such goals he would become more and more capable and responsible in continuing his activities to develop toward them.

Modified Purposes for Initial Summer, Group III

The development of procedures to facilitate student growth in terms of these five preparational purposes was an unending task. Evidence from experiences with PEPES I and II pointed to the discovery of some processes to accomplish this task, but also indicated some needed modification of procedures. The basic modification agreed upon by the staff was in shifting the focus from helping the students examine themselves in isolation to a more direct attempt to help them prepare for the job of supervision. There was, in effect, no change in the five purposes, but rather a change in the manner in which the staff would work with the students to achieve such purposes.

This central operational decision provided a framework within which the staff could employ processes which were predicted to help initiate the students' development in terms of the five basic purposes held for the preparation program. It also provided a focus within which students and staff could analyze preparational needs and develop specific experiences to increase the students' knowledges and skills relative to such needs.

With this basic operational decision made the staff then moved to establish more specific goals to be achieved during the initial phase of the program. In checking and reviewing experiences with PEPES I and II, and in analyzing the admission application and "Guided Essay" forms submitted by each student prior to admission into the project, the staff agreed that there were specific needs that required attention. The following were identified as specific goals to be sought during the summer:

1. Identification and clarification of task areas in which the supervisors would initially assume responsibility on the job.
2. Identification and clarification of processes by which supervisors could function in these areas to improve instruction.
3. Development of a feeling of self-confidence in being able to fulfill these areas of responsibilities.
4. Development of skills needed by supervisors in individual and group conferences, group planning, and group problem solving.

The staff also wanted to behave in a manner to:

1. Establish a warm and productive relationship with each student.
2. Establish the summer as the initial part of a continuing two-year program.
3. Develop the point that the staff's role was to focus upon preparation, rather than upon the improvement of instruction in local systems.

4. Demonstrate its concept of supervisory behavior by:
 - a. accepting each person as a worthy person, possessing the abilities to direct his own experiences and to help groups (others) in the solution of problems
 - b. developing preparation programs based upon the recognized needs of the students
 - c. providing productive experiences which would resolve or reduce the student's felt needs
 - d. behaving purposefully in terms of a sound theory of learning
 - e. exhibiting its own searching for experiences contributory to the growth of the staff.

Involved was a high level of commitment to use every possible means to accelerate movement toward the five over-all purposes. The challenge felt by each staff member was, "To what extent can we use this opportunity to help these students become effectively functioning supervisors when they report for work in September?"

The Initial Summer, Group III, 1959

Following is a narrative description of the activities of the students during their first summer in the project. These activities reflect the students' concern for using their time and energies to become functioning supervisors in September. Also implied throughout is the notion that this was only the first phase of a two-year program of preparation and that as such it was to establish a base from which the staff would move with the student into the field to continue his preparation as he assumed the full responsibilities of a supervisor.

This first phase of PEPES III's participation began on June 9, 1959, with the interns registering for summer school. Profiting from its experiences with PEPES I and II, the staff had been able to eliminate some of the previous mechanical problems of advising and registering so that registration was understood and even enjoyed by most of the students.

The full group met first on June 10. During this session the staff made special efforts to create a warm and friendly climate as they introduced themselves, as each student introduced himself, and as the staff reviewed the origin of the project, its development to date, its organizational structure, and the purposes being sought. During this orientation, each student had before him a complete outline of the project which identified its purpose, its tasks, its operational procedures, and its anticipated outcomes. After an interested discussion of the project, the students were asked to begin identifying

the kinds of experiences they would need to help them become more effective as supervisors. They were asked to prepare a tentative list of such items for the next day's discussion.

The second day opened with a general discussion of these items. Several were discussed in general terms; however, the problem of textbook adoption soon captured the group's attention and consumed most of the day. This discussion centered around five questions: (1) What books are to be adopted? (2) How does one select and use a textbook committee? (3) What budgetary provisions are made for textbooks? (4) What is the supervisor's role in textbook selection? and (5) How can a supervisor use textbook adoption as a means for the in-service growth of teachers? The discussions were general, with both staff and students contributing factual data and professional opinions. No specific conclusions were drawn except that the group agreed to continue the exploration of the lists of needs in an attempt to identify a specific problem on which they might work for an extended period of time.

The third day followed closely the same pattern. Discussions ranged from processes of identifying gifted children to role relationships between superintendents and supervisors. However, from the discussion emerged a verbal recognition that the fundamental task of the supervisor was to improve instruction through the in-service education of teachers. Therefore, the group decided to spend the next three days sharing their past experiences with in-service education and attempting to identify some of the factors critical to effective in-service education.

During the next three days, three of the students and one of the staff members related their experiences in developing in-service education programs, the group contributing from their own experiences and reacting to those of others. One student observed that the way the staff and students were interacting to develop the summer's experiences was in actuality the same process as that by which an in-service program should operate. He proposed, therefore, that the group use the activity as an opportunity to experience the effectiveness of in-service education and to develop their own leadership skills for use in developing such programs in their school systems. The group agreed with his observation and proposal. Thus, the group identified its first real problem—one that related to their own development, and yet one that was tied directly to the job they would be doing in the fall.

This recognition of the similarity between the summer's work and local in-service education programs spurred the group into a closer examination of ways by which the similarity could become an operational reality.

The study and analysis of in-service educational programs, and of related literature, pointed up the group's need for a more systematic daily pattern of operation. During the next three days, the group made an intensive study of leadership. They wanted to develop guidelines whereby their own group would become a laboratory in which they would experiment with a variety of group processes and at the same time develop their own skills as instructional leaders in both large and small group situations. Consequently, they developed a procedure commonly known as "problem-solving." Each idea or problem was to be clarified in terms of specific purposes to be achieved. Data or information pertinent to the problem were to be gathered and synthesized. A plan or hypothesis was to be projected and tested in the group's work. Data regarding the validity of the plan or hypotheses were to be collected and evaluated. Finally, modifications of the hypothesis or plan were to be made in light of the collected data.

Operationally, each day was to close with: (1) an assessment of the strengths and weaknesses of the outcomes of the day, (2) the identification and description of the next logical step for the achievement of the originally stated purposes, (3) specific planning for the implementation of the next step during the next day, (4) the identification of a "status" leader, recorder, and observer for the next day (student or staff), and (5) the acceptance of personal assignments to facilitate the group's work. Each day began with the reading of the notes from the previous day, a review of the purposes and procedures for the day, and the assumption of the leadership role by the designated leader.

Included in the above procedures was the beginning of the maintenance of daily diaries and personal conferences between students and staff. The group moved to keep daily records of their readings, of their participation in and reaction to the group's activities, and of their own assessments of their growth with projections for next steps in their development. Weekly conferences with the staff were used to review, discuss, and clarify these personal assessments as well as to discuss plans for developing supervisory programs in the students' school districts.

The group attempted to test such a procedure in dealing with the problem, "The Role of Status Leaders in Improving Human Relationships." This problem was followed by a real one of how a supervisor determines the feelings of teachers. The superintendent of one of the supervisors had asked him to find out how teachers felt about having a two-day in-service activity at the beginning of the school year. The students accepted the problem and spent the day exploring, developing, clarifying, rejecting, and re-developing a questionnaire and plan of operation for the one supervisor to use in his system.

From this activity there developed the question of relationship between superintendents and supervisors. A skeletal set of guidelines was developed which the group thought would help them develop a positive relationship and role with the administrative heads of their respective school districts.

Although the group's experiences to this point had been varied, they appeared to be developing a sense of group identity and of responsibility and awareness of certain needs for knowledge, skills and understanding. After developing guidelines for a supervisor-superintendent relationship, the group raised the question of whether or not a supervisor's bulletin would help them establish their roles and relationships within the system. The subsequent discussion and decision led into what was repeatedly reported as the most crucial and most productive nine days of the summer. This activity was referred to affectionately as "Operation Do or Die." The term was used to signify the importance the group members attached to it, their first real experience in testing group process as a means of helping a group achieve a desired and productive goal.

The first step in the activity was the exploration of whether the group wanted to produce a bulletin on supervision or a section to be included in local handbooks. Next came an examination of what other people had included in their handbooks and of what should be included in this one. Finally, the group agreed that it would produce a supplementary section for possible use in any handbooks produced in the supervisors' districts. Its purpose was to communicate suggested ways a supervisor might aid teachers.

With this purpose established, the group identified six big areas to be included:

1. Achieving an understanding of children and how they learn through.
 - a. Diagnostic testing

- b. Curriculum planning
- c. Research and experimentation
- d. Study of school's holding power.
- 2. Helping establish a materials center to secure and distribute free and inexpensive material, professional literature, and library materials.
- 3. Helping teachers with children's problems within the classroom.
- 4. Helping staffs to gain a sense of unity and direction for the school program.
- 5. Establishing mutual responsibility and understanding between school and community.
- 6. Facilitating and developing activities for further growth:
 - a. Professional organizations
 - b. Professional publications
 - c. Cultural opportunities
 - d. Travel
 - e. Workshops and conferences
 - f. Meetings held by state department, colleges, etc.

The day following the establishment of these six major topics, the group looked at its process and agreed that something had to be done to speed things up. Subsequently, sub-groups were formed to develop specific aspects of the project and to report back to the total group. A coordinating committee was appointed to keep the group functioning productively and to correlate the work of each sub-committee.

The coordinating committee established criteria to evaluate the wording of each item selected to appear in the final document. The criteria are implied in these questions:

- Does the idea offer threat to teachers?
- Does it insinuate or imply false notions?
- How would the item appear to teachers, principals and others?
- How does it fit into our stated purpose?
- How does it agree with our aims for education?
- Does it offer a feeling of achievement and experience?

At this point in the process, the overlapping of efforts and responsibilities created confusion and discussion as to what the group was about. Such conditions were eventually recognized as similar to those each supervisor would face in working with groups in his system. From the confusion, however, purpose was re-established and the process was clarified and agreement reached for future procedure.

Two days later the group was again bogged down on process. Some wanted to stop since the group had enumerated and listed a

large number of items which might serve as guidelines for a person wanting to develop a supervisory bulletin or a section for a handbook. The point was a critical one. The group recognized that to stop now would mean that they, a group of instructional leaders, could not sit down with a purpose, develop processes for achieving that purpose, fulfill it and feel good about the results.

A new coordinating committee was appointed to write the findings of each sub-group and present them to the class. Another sub-group volunteered to complete the remaining topics and submit them for approval. The following day each sub-group reported and the total group modified each report to reflect the best thinking of all. Finally, to close the activity, a sub-committee was appointed to produce the finished document called the "Supervisory Service Sheet."

Though the task was completed, it was not forgotten. The fits and starts, the mistakes and successes, and the processes used to move the group constantly forward were referred to again and again as being extremely helpful. The individuals had experienced a successful group experience. They were now an "experienced" group and began to behave as one.

The tasks occupying the group for the three days immediately following the "Project Do or Die" included: (1) completing the taking of standardized tests to be used in the project evaluation, (2) analyzing the processes they used in producing the "Supervisory Service Sheet," (3) identifying from their experience and from literature ways of speeding up the process of group action, (4) clarifying the role of the daily diaries, and (5) establishing a calendar for the remaining days of the summer.

The general plan for the remainder of the summer was based on the areas outlined in the "Supervisory Service Sheet," since these were the areas in which each person saw himself working the following year. Students and staff members selected those areas of greatest individual significance to them, formed themselves into sub-committees, and became responsible for planning and assuming total group leadership in: (1) arranging total group activity, including preparational assignments, content, procedures and resources, (2) placing their topic and dates on the calendar, and (3) working within a framework of a limited amount of time, limiting planning to a specific topic and reporting plans to the total group for evaluation and modification prior to the group's engaging in the

activity. The staff and students saw this procedure as paralleling the type of work each supervisor would be doing on the job, i.e., identifying needs, planning co-operatively for experiences to meet the needs, putting a plan into operation and evaluating the outcomes. In addition, of course, the total group saw the achievement of specific purposes (learnings) set up for the activity.

Each sub-group spent three days preparing and presenting its plan to the group for modification and acceptance. The following is a brief summary account of the topics considered, time allotted to the topic, preparation suggested, activities engaged in, and general outcomes.

The first sub-group was concerned with knowledges and skills required of a supervisor in helping teachers plan, experiment, implement, and evaluate. Three days were allotted to the topic, with each person being responsible for reading widely on the topic itself, on role-playing, on conference techniques and on planning. The arrangement divided the group into sub-groups of three students with one acting as teacher, another as supervisor and the third as observer. Each person was to play each role for thirty minutes. The first day the problem was to help a teacher plan; then followed a day of helping the teacher experiment. The final day was spent helping the teacher evaluate. The first half of each morning was spent in playing these roles on these problems. The second half was devoted to the total group's sharing of feelings and concerns over problems needing further clarification and skills needing development. From his experiences in these activities, each person prepared and shared in mimeographed form (in the class minutes) his own guidelines for helping teachers in their planning, implementing and evaluating. The sub-group developed and used an evaluative instrument to help them assess the adequacy of their planning and to gain further skill in evaluating a supervisory activity. The results of these evaluations were shared later with the group and helped deepen understandings of the necessity for continuous evaluation as an integral part of supervision.

The second sub-group was responsible for helping the total group improve its understandings and skills in "assisting in a standardized testing program." This sub-group had developed a two-day program which it felt would fulfill the identified needs of the group. Four days earlier this sub-group had presented its plan which included a selected bibliography on testing. The sub-group also

requested each person to examine the current testing program in his school system, to read about testing, and to attempt to set up purposes for a testing program and criteria for selecting tests, all within the framework of planning for a minimum testing program. Since the National Defense Education Act was initiating activity in testing, the first part of the first day was devoted to using two resource persons (the group's first experience with such people) from the State Department of Education to explain and answer questions about the N.D.E.A. The second part of the first day was spent in developing a set of criteria by which to select a standardized test. The second day was devoted to exploring purposes for testing, the minimum testing programs, and how best to utilize test results. From these activities the group developed basic understandings and identified certain problems and opportunities regarding the development of a testing program for the improvement of instruction, so that each seemed more confident of his ability to deal with testing in his own school system.

The third sub-group was charged with the responsibility of preparing a two-day experience which would help the group to: (1) secure information about available consultative services and ways of obtaining and effectively using these, and (2) develop guidelines concerning workshops, study groups and interest groups. The sub-group's plan was to spend the first part of the first day with a panel (the group's first experience with the "panel" technique) composed of representatives from teacher training colleges, the State Department of Education, the Kentucky Education Association, and the Kentucky Association of Supervision and Curriculum Development. Following the presentation by the panel, the group raised specific questions which added much to the value of the activity.

It was also during this day that the new staff member joined the project, and, of course, some time was devoted to welcoming him into the group.

In the afternoon of this same day, the group carried on a discussion of how to develop guidelines for the development of effective, in-service conferences. The decision was made to divide the total group into three sub-groups, each to examine one of the following aspects of conferences: (1) planning and physical arrangements, (2) securing and defining the role of consultants and resources, and (3) evaluating a conference.

It was the responsibility of each of the above sub-groups to develop suggestive guidelines for its particular area. Each individual was charged with the responsibility of writing a set of purposes for conferences and a list of differences between conferences and institutes, workshops, study groups, interest groups, and work groups.

The sub-groups worked during the remainder of that afternoon, and the following morning reported to the total group. One of the three groups had misunderstood its responsibility and provided the group with an excellent example of the necessity of thoroughly clarifying responsibilities when working with groups of people.

The various members of the total group spent considerable time and energy examining the specific implications of the guidelines for their systems and for this group which would be working together for a two-year period.

The last major topic to be planned by a sub-group concerned establishing a materials center, knowing resources available within a community, and utilizing these resources to improve school-community relations in the area of instruction. One member of the committee had served as chairman of a volunteer group which during the summer had prepared an extensive bibliography on free and inexpensive instructional materials and on developing and using a materials center. Each member of the total group had read extensively and had developed tentative plans for a materials center. By the time this topic appeared on the calendar, the group had already explored much of it. Therefore, as an additional experience, a field trip to Berea was planned for three purposes: (1) for the group to become familiar with the resources available through Berea College—especially its traveling library program, (2) for them to visit a local industry to learn of its material contribution to schools and (3) for them to visit a practicing supervisor's materials center. One of the three days was spent in this activity. The first part of the second day was spent evaluating and drawing inferences from the field trip—especially in terms of establishing and operating a materials center. Later that day the group heard a visiting lecturer address the College of Education. The final activity that day was a lecture (with questions and discussion) by one of the staff members on using test results for individualizing instruction. The third day was devoted to a panel discussion on "promoting understanding between school and community." The group was primed by its own

discussion of this topic prior to working with the panel composed of a civic group president, a PTA official and a newspaper reporter. Here again was a new experience for the group—contact and exchange of ideas with lay citizens.

Following these sub-group activities, the staff and students recognized that only five days remained to complete several unfinished tasks, to evaluate the summer's experience, and to plan for the coming year. One day was spent in developing an operational plan which included the establishment of basic evaluative criteria to be used by the students and staff in individualized conferences. While the conferences were being held, the rest of the group completed the writing of reports and had guests share actual supervisory experiences. On one of these days, the staff spent its time in a conference with the supervisors' superintendents, sharing with them the summer's work and developing plans for the coming year. One full day was spent with the PEPES staff sharing with the group the outcomes of the superintendents' meeting and reaffirming operational procedures for the internship which was to include the bi-weekly group meetings. The final day was one of review, assessment and projection. The purposes originally established were re-identified and reactions and data pertinent to progress toward them recorded. The day concluded with a reaffirming of individual field appointments between students and staff, making plans for a group meeting and picnic in late August, and establishing September 21, as the first bi-weekly meeting day.

Summary and Assessments of Initial Summer

The preceding account attempted to narrate PEPES III's initial experiences in the project. It was meant to communicate a feeling for the general framework within which the experiencing occurred. Within this framework the staff identified certain basic purposes it held for the summer and, together with the students, developed definite operational purposes and procedures to achieve them. The staff's role was that of status leaders, to be sure; but more significantly the roles and responsibilities assigned by the group and accepted by the staff were closely identified with those assigned every other person.

Pre-planning, necessarily, was done in some detail by the staff prior to the arrival of the students. However, included in this plan-

ning and related in the story of the summer were provisions for the group to plan for its own work. At times the entire group served as a planning committee. At other times the responsibility for planning for specific activities was assigned to a sub-committee or to a single individual. All planning, including that done by the staff, was subject to review, modification, acceptance or rejection by the total group.

Leadership within the group initially resided with the staff. However, upon the recognition by the students that the experience was an opportunity to develop knowledges and skills of leadership, the staff removed itself from a continuing role and leadership reverted to students and staff alike. Throughout the summer, encouragement and examples were offered by the staff for the development of emergent leadership qualities. As the summer progressed, each person (including staff) did develop greater skill as leader. Status leadership roles were accepted on a voluntary or assigned basis. In planning for each day's work, a leader, a recorder, and an observer were needed. Students or staff usually volunteered for these roles; however, if one student or staff member seemed to be particularly qualified for the task at hand, he was asked to serve as leader for that day.

Assessment was continuous throughout the summer. The entire group spent time and effort to maintain data on which judgments could be made. When things bogged down or moved particularly smoothly, either a student or staff member would suggest that the group stop to look at causation. Within each set of plans developed there were always included some means for assessing both the outcomes of the activity and gains resulting from it. Techniques included use of such devices as rating sheets, questionnaires and reaction forms, in connection with analysis of documents produced; establishment of criteria or guidelines by which to judge effectiveness of an activity, interviews with individuals, sampling of opinions, conferences, keeping of diaries, minutes of each class session, and systematic or voluntary conferences between student and staff, student and student, and staff and staff.

The experiences ranged from the taking of tests to the development of personal diaries and evaluative procedures. Between were exploration and activities closely related to facilitating the development of: a theory of education, a concept of supervision, knowledges, skills and attitudes needed by a supervisor, the ability to

apply supervisory functions to supervisory tasks, and personal qualities related to continued development as persons and as instructional leaders.

Throughout there was an assessment of positive and effective growth on the part of both students and staff. Although there were problems, the data show that these problems were effectively used by the group to further their own growth as supervisors and staff. The problems generally centered around process. This fact implies that at times an effectively functioning group finds existing processes to be ineffective in achieving a desired purpose. Consequently, the problem and purpose of process arise to challenge the group to create a more effective means through which the goal may be achieved.

Rather than attempt to evaluate the summer in great detail, the staff developed the following list of somewhat conclusive observations as it met the week following the close of summer school to review collected data coming out of the summer's experience and to project plans for the coming months:

1. The experience of operating with the clearly-set-forth purposes of the total project, and of the summer session particularly, had established the basic notion that productive effort is purpose oriented and that supervision must be purposeful.
2. The group's original orientation had been, "Give us specific answers to specific questions." By taking an adequate amount of time, by going through the process of identifying (listing) and exploring and clarifying problems, "real," "live" problems had emerged and captured the natural interests and concerns of the group.
3. The experience was recognized by the group as a demonstration of the supervisory process. It contributed much to developments in the latter part of the summer's work.
4. The creation of processes for satisfying group needs had helped to identify the role of supervision and to suggest procedures adaptable for local use.
5. The exploration of ideas and problems served as a creator of needs for additional information before offering solutions. When the group acted without adequate information it usually bogged down. Continuous analysis of each such instance contributed to the behavioral recognition that intelligent action is always based upon adequate data. This gathering of information, accordingly, was recognized as an integral part of a supervisor's role in a school district.
6. The capitalization upon pressing needs and past experiences of those who had been supervisors previously, and the pressing needs of other individuals, had realistically focused the summer's work upon real rather than theoretical problems.

7. The technique of establishing guidelines had provided an end product toward which the group could work. This end product helped to keep the activity focused, and its production yielded a sense of accomplishment so often missing in group work.
8. The staff's attitude and persistent effort to operate in a supervisory manner communicated more to the students than anything else that was done.
9. Groups accept and behave in terms of those things that are real and meaningful to them. This fact was demonstrated (and analyzed by the group) in that although the students had rejected the staff's early suggestions for group procedures, especially those regarding leadership, on the seventh day a student made the same suggestion and the group accepted it and developed the remainder of their work around it.
10. Individual and group experiencing in problems-solution had introduced the concept of the validity of one's own experiences as a significant source of data, doing much to establish students' self-confidence.
11. The natural development of a need for class records had established a recognition of the worth of records and demonstrated their utility.
12. The evaluative processes, running throughout the summer, demonstrated a group's ability to make decisions, act on them, evaluate consequences, and make modifications to improve. The demonstration had created deeper faith and confidence in group-problem-process as a basic procedure to improve instruction.
13. The value of a group in helping an individual was slow in being established. However, once the group had experienced its own ability to help one person in solving a problem, it had moved again and again to help others. Also, others more and more often felt free and secure in laying out a problem for the group, for they had gained confidence in the group's ability to help them.
14. The use of a single supervisor's problem in relation to her superintendent had served as a real base for each supervisor's taking action to clarify and to define roles and relationships with his own superintendent.
15. Through the process of experiencing in solving problems, the group moved consistently from attempting to attack large general problems to a more realistic approach of breaking such problems into sub-problems and dealing with each of these as an interrelated part of the larger problem.
16. Once the group was able to identify a real problem common to all, process emerged to become as important as content. The fact that the group stuck to the task until a tangible product had been developed added much to the feeling of faith and satisfaction in group process. As one student said, "This was democracy at work."
17. The experiencing of a wide variety of techniques of group work had broadened the meaning attached to group process as an instrument of supervision. Committees, sub-committees, ad hoc committees, committees of the whole, etc., all demonstrated means by which supervisors could work with teachers in in-service education programs.
18. Clarity of purpose, of procedures, and of goals affected the students in their ability to fulfill leadership roles. On days when purposes were most clearly specified, leadership had proved most effective.

19. Student leadership was most effective when sub-groups planned together to fulfill a responsibility for the total group. Reduction in group size and the feeling of cooperative responsibility had added support to the person serving as status leader.
20. The enlargement of opportunities for leadership responsibilities through sub-group work had seemed to result in a closer unity and more effective individual behavior within the total group.
21. Emergent leadership was most prevalent among those persons who identified most rapidly with the way of working in the project. As the individual's identification with the group, its purposes, and its processes had increased, so had his facility to function as an emergent leader.
22. Each individual's performance as an emergent leader was unique and reflected both past experiences and present perceptions of himself, of other people, and of reality. Some had served by raising questions, others by establishing purposes, by clarifying, by proposing action, by synthesizing, by drawing conclusions, or by proposing next steps. Though each person at one time or another had served in most of these capacities, usually there was one of these roles in which he felt more comfortable and which he filled better than any other. Emergent leadership skills improved throughout the summer.
23. The staff functioned effectively as a team. The basic agreements concerning purposes for the summer, beliefs about people and their development, and processes for working with the students had been evident in staff behavior. The staff was supportive of each other; yet each maintained his own individuality. This team effort of the staff had been significant in the experiencing of the students during the summer.
24. The climate of the group was one of friendly acceptance, yet one which set expectation for achievement. The establishment of staff purposes, group purposes, and the continuous assessment of both purposes and processes had focused the group on productive problem-solving and reduced elements of personal threat or insecurity.
25. The focus of the group upon real, supervisory problems avoided the pitfalls encountered by previous groups which had focused directly upon self and self-improvement. Improvement in these directions had occurred as the group worked together to solve problems.

The above twenty-five items represent the major conclusive observations drawn by the staff as it evaluated the data collected during the summer. All the data, including class records, student diaries, evaluative instruments, and records of personal conferences, clearly indicate that the summer had been an extremely successful initial phase for PEPES III. In fact, student and staff progress toward the stated purposes held for preparation had exceeded the staff's expectation. The task now became that of continuing this progress toward those purposes. Hence, it became the responsibility of the staff to take up where the summer phase had left off

and to help the supervisors acquire further preparational experiences as they worked in their local systems.

Following is the story of the transition from the initial summer to the internship, showing the relationship of the two as integral parts of the two-year preparation program.

First Year Internship, 1959-60

Part of the final week of the summer session was spent assigning supervisors to the two field staff consultants and developing plans for the initiation of the internship. Each of the two field consultants held conferences with his supervisors, during which the initial point of departure for joint field effort was determined and plans laid for the year's work. The assignment of six supervisors to each of the two field consultants was made so that each would have about equal distances to travel.

A combined meeting of the twelve supervisors and the four staff members was held to discuss the purposes and operational procedures envisioned for the internship and the bi-weekly meetings. During this meeting these generalized purposes were projected:

1. To provide opportunities to relate the on-the-job experiences of supervisors to the development of a theory of education and a concept of the job of the supervisor
2. To assist the intern in the application of supervisory functions to instructional improvement tasks
3. To assist the supervisor in developing the skills of problem-solving in terms of realistic and specific local problems
4. To acquaint the supervisor with the identification and use of instructional improvement materials and resources
5. To help the supervisor gain competency in communicating with people
6. To help the supervisor diagnose the supervisory needs of his school system and find "handles" to the problem of meeting those needs
7. To work closely with the supervisor during some of the local improvement activities to help him experience success in supervision
8. To help the supervisor find productive ways of working with a total staff.

The staff, likewise, had developed certain guiding purposes for the first year's effort with PEPES III. First, they projected the internship as an integral component of the total preparational experience for the supervisors. Efforts were to be made to assure continuity of program, rather than permitting the internship to be an unrelated segment of the total program. From this point on, the

two field consultants were to have continuing responsibility for their respective interns, regardless of whether they were engaged in the internship, the bi-weekly meetings, or the course work on campus during the second summer.

Secondly, the internship was predicated upon the provision of preparation experiences for the supervisors, rather than upon the improvement of instruction *per se* in the local districts. The activities and programs for improving local programs were to be regarded as vehicles for the provision of supervisor preparation experiences, but the accomplishment of such local objectives was important only in that they provided learning opportunities for the supervisor.

A third purpose held by the staff for the internship was to establish a close, warm, working relationship between the intern and the staff members. Previous experience with PEPES I and II, as well as much professional research, had shown the advantage of such a relationship in learning. A minimum of one field visit each month was held to be desirable in the development of this relationship.

Finally, the staff members believed that they should exhibit a behavior which would let supervisors observe desirable processes from which they might learn how to perform more effectively. This purpose involved the identification of several behavioral patterns which seemed to the staff important. These were:

1. The staff member would try to work with the supervisor in terms of what the supervisor identified to be important.
2. The staff member would try to exhibit a willingness to accept the supervisor's estimate of a situation, but with the constant effort to help the supervisor evaluate that estimate in an objective manner.
3. The staff member would seek to make each field contact or conference a specific learning situation. There was to be little of the "You should do so and so," or "The best way to perform this task is thus and so." Rather there should be a genuine quest for alternative suggestions concerning what the supervisor might do, with the ultimate decisions resting in the hands of the supervisor.
4. The staff members would be aware of their own professional growth during their efforts in the field. Improvement of personal competency in providing the kind of leadership called for in this experimentation should be sought constantly.

Activities and Operational Procedures of the Internship

Beginning in August, 1959, the two field consultants became actively engaged with the supervisors in their local districts. For example, one supervisor had been planning all summer for an

in-service conference in his system at the beginning of the school year. The staff member assigned to work with this supervisor had planned a personal conference prior to the in-service conference, at which time the two of them could evaluate the conference plans and try to improve them. They met as scheduled, examined the projected plans and tried to anticipate the problems and difficulties which might arise during the in-service conference. Then the staff member actually participated in the conference and collected useful information as the supervisor evaluated the conference and made plans to develop programs to continue the efforts begun in the conference.

The first field visit by each field consultant was generally projected around three purposes: (1) to explore possible ways of working with the intern during the field efforts, (2) to establish a rapport which would set the climate for future field work, and (3) to orient the staff toward the problems and needs of the local district.

Once the supervisor had identified a point of departure for his supervisory effort, the staff member and the supervisor began to plan jointly for this effort and constantly to evaluate the progress of the effort and the purposes behind it. The staff consultant not only had to focus consciously upon the preparational aspects of the effort but also had to help the supervisor experience success in the venture. Thus, the staff member had to become closely identified with and knowledgeable about the activity so that the joint supervisor-staff work would be mutually understood. No authoritative stance was taken on how the supervisor should behave or perform, but there was incessant questioning of the supervisor's purpose, procedure, and anticipated outcomes as they related to the supervisory activity.

The field consultants were particularly observant of the supervisor's behavior with, and understanding of, the local personnel and their problems. Opportunities to do so presented themselves in in-service conferences, planning committees, study groups, and similar local activities. These activities also gave the staff opportunities to gather data on the status of the school system in terms of local attitudes, on past instructional improvement programs, and on the general tone of the system as it related to instructional improvement.

The interim periods between personal contacts, either on the

job or in the bi-weekly meetings, were bridged in several ways. The supervisors kept daily records of what they did, why they did it, their evaluation of their activities, and their personal feelings about the whole process. These records were submitted to the staff, usually on a weekly basis, and provided a kind of communication that enabled the staff to stay abreast of what the supervisors were doing. Also, this communication was furthered through correspondence, telephone conversations, and a prolific stream of memoranda and materials from both the supervisors and the staff.

The field staff members worked in several ways to develop and improve the preparational experiences for the supervisors:

1. Conferences were held with the school superintendents to orient them to the purposes of the PEPES project, to identify areas wherein they could assist the supervisor in the development of local supervisory programs and help in the preparation of the supervisors, and to enable the staff to gain insight and understanding of the needs of the school systems as the administrators perceived them.
2. The field consultants attended meetings of the local leadership teams to: (a) gain additional understanding of the needs and problems of the system, (b) gain understanding of the setting in which the supervisor worked, and (c) identify and explore in a cooperative manner the roles that various people might perform in instructional improvement.
3. Conferences were held with the intern to help him evaluate his situation, identify problems and needs, investigate alternative ways of working to resolve problems and meet needs, and evaluate the outcomes of programs and processes.
4. The staff, on request, served as consultants for numerous study groups, faculty meetings, and in-service conferences.

Examples of Supervisor-Staff Field Activities

The staff members' roles with the supervisors in the on-the-job phase of the internship were varied. The local supervisory programs and activities were always used as the bases for preparational efforts, giving the local supervisor the concomitant advantage of working to improve himself as he worked to improve instruction. Thus, the preparation of the supervisor was never isolated from the context of his job; rather it tended to remove the preparation program from abstract learning and place it in a practical and meaningful context.

Some examples of the activities the field staff members and the supervisor-interns engaged in mutually are:

Example 1

One of the twelve supervisors had projected the process of adopting textbooks as a vehicle by which he hoped to achieve an evaluation of the local curriculum in terms of subject-matter instruction and the subsequent improvement of teaching skills among the instructional staff. This projection probably had been foreseen by this supervisor as a consequence of a discussion about textbook adoption during the summer and again in one of the bi-weekly meetings. Having decided upon the project, the supervisor solicited the help of the staff member. Consequently, a five-hour conference was held in which these two discussed a number of alternative ways of initiating the textbook-adoption project and decided upon a plan of operation.

During the time this supervisor was engaged with the textbook adoption project, the field staff member held two additional conferences with him about it. The supervisor tried to implement his plan of action, met with some success, modified his procedures and completed the project. Throughout this project the staff member was constantly in communication with the supervisor, helping evaluate the progress of the project, supplying pertinent materials for the supervisor to study and use, and serving as a sounding-board. Then, when the project was completed, the staff member and the supervisor had an extended conference at which time the whole project, including the supervisor's and staff member's role, was reviewed and evaluated.

Example 2

The supervisor had had numerous requests from teachers who wanted to visit other schools in other school districts to observe certain aspects of instructional programs. The supervisor had encouraged principals to engage their faculties in discussing the specific phases of instruction which they desired to observe in the proposed visitation. Each principal submitted a list of these to the supervisor, and it fell his responsibility to plan for the observations.

At this point, the supervisor asked the field consultant to join in the projection of this intervisitation program. In a preliminary conference, the staff member tried to help the supervisor understand that the success of the venture depended upon several factors: the amount of teacher recognition of specific needs which might be met in a planned observation experience, thorough planning that

would result in each teacher's being placed in situations which would permit him to make pertinent observations, a follow-up program of sharing, evaluation, and discussion, and the establishment of a high degree of receptivity for the observational visits in the system and schools where they would occur.

Approximately one week later the supervisor, the staff member, and the in-service representative from the State Department met to examine the teachers' requests and to present the needs to the proper officials of the system in which the visitation was proposed. The arrangements were completed and the intervisitation proceeded as scheduled.

Later, a conference was held in the supervisor's system to evaluate the experiences of the intervisitation. The field consultant participated in this conference to gain some estimate of the effect the program had had upon the instructional staff. At a later time, the field consultant and the supervisor conferred at length about the processes and procedures, the role the supervisor had performed, and what could be done to follow through on the outcomes and to stimulate further instructional improvement activities.

This whole project provided certain preparational experiences for the supervisor. He gained in (1) knowledge and understanding about helping groups of people identify and find solutions to problems and needs, (2) the skills of problem identification and resolution, (3) some new skills in the evaluation of activities, and (4) understanding of how to integrate an activity into an on-going program of in-service education.

Developing Local Leadership Teams

Concurrently with the first-year program for the supervisors of PEPES III, the PEPES staff worked with other people from the local systems in an effort to aid the supervisor to prepare and to improve instruction. Beginning in July, 1959, the staff initiated a conference with the superintendents of the twelve participating systems to orientate them to the PEPES project and to develop with them some plans for future conferences. This one-day meeting produced four recommendations: (1) that the principals of the twelve systems, along with the superintendents and staff, be involved in a conference to explore the role and role relationships of local personnel in the improvement of instruction; (2) that the

superintendents meet with their respective principals for exploratory meetings preliminary to the proposed conference; (3) that the staff take responsibility for arranging the conference; and (4) that the superintendents-principals-PEPES staff conference be scheduled for November 17.

This November 17, conference focused upon two questions: (1) What is a good supervisory program for my system? and (2) What roles do I see for myself in this supervisory program?

A follow-up on the November 17, conference was set for February 5, a planning session composed of only the superintendents. However, because of scheduling difficulties only two of the superintendents were able to attend. These and the PEPES staff projected tentative plans for further involvement of the total group.

On March 1, 1960, the superintendents, their supervisors, and the PEPES staff met at Berea College to work out ways of: (1) helping the staff evaluate aspects of the PEPES program, such as the summer experiences, internship, and bi-weekly meetings; and (2) ascertaining the next steps for the total group to take in improving the PEPES program. The group met again on April 12, 1960. In each of these conferences considerable progress seemed to be made.

The Bi-weekly Meetings

A vital component of the first year's experience for the supervisors of PEPES III was the bi-weekly conference in which the entire group of interns met with the four staff members for concerted work. The first of these meetings was August 29, 1959. They were continued at approximately two week intervals for the remainder of the first year. These meetings were developed in terms of the following purposes:

1. To provide the opportunity for the supervisors to share their experiences
2. To share materials and resources
3. To plan for activities to be pursued as a group
4. To provide opportunities for the use of outside consultants who might assist the group or individuals
5. To gain experiences in evaluating the professional educational experiences, such as KEA, KAES, and ASCD
6. To give the supervisors experiences in "group dynamics"
7. To give the group experiences in working as a team
8. To provide experiences in problem-solving, identifying a problem and establishing processes for attack, etc.

9. To provide for the individual supervisor a reference group of people with similar problems and concerns
10. To give the entire staff a background for the programs being pursued by the total group.

During the first year, thirteen bi-weekly meetings were held alternately at Berea College and the University of Kentucky. One additional meeting was held during the annual conference of the Kentucky Association of Educational Supervisors at Kenlake, Kentucky, in October, and one during the national conference of the Association for Supervision and Curriculum Development in Washington, D. C. One meeting was cancelled because of inclement weather. Two of the thirteen meetings were two-day conferences, and the remainder usually lasted for about six hours.

These bi-weekly meetings were always preceded by the preliminary planning of the total group where purposes were established for the day and operational procedures were determined. During the course of the year these meetings were devoted to: (1) sharing information about local problems, programs, and experiences, (2) evaluation of the Kenlake KAES conference and the national ASCD convention, (3) planning for the use of consultants for group activities, (4) identifying problems and projects the total group could pursue, and establishing and working toward goals and purposes in terms of these problems and projects, (5) working on an evaluation instrument with which to assess the growth of supervisory programs, and (6) planning for the second summer of the PEPES III program.

The general operational procedure for each of these bi-weekly meetings was in terms of the "group process" structure. A group leader and a group recorder were selected on a voluntary basis, and each member accepted responsibility for helping the group move toward the purposes set for the meeting. The procedure gave the supervisors additional experience in working with people in a way that they could adapt and use in their own local endeavors.

During the year two activities were pursued to considerable depth: (1) the identification of several problems which were common to the group or several members of the group; and (2) the development of an evaluation instrument to assess the growth of themselves as supervisors, to evaluate the growth of their supervisory programs, to evaluate the development of their preparation

programs, and to develop criteria for the projection (for future action) of each of these three areas.

The first of these extended activities was begun in early November, 1959, when the group identified five problem areas for study and attack. These were: (1) how to make textbook adoption serve as a vehicle for instructional improvement; (2) how to improve working relationships among the total, local district staff; (3) how to gain continuity in an in-service program as an outgrowth of an in-service "day"; (4) how to help principals and teachers determine an effective school philosophy using state accreditation as the supervisory vehicle; and (5) how to evaluate a total supervisory program.

These problems were attacked by sub-group action which extended over the next four months, both in the bi-weekly meetings and by the various individuals in the sub-groups. Each was attacked by the use of a systematic problem-solving method.

The work on these problems led to the second major activity which was undertaken by the total group: the development of the above-mentioned evaluative instrument. This project was launched in March and emerged when the group attempted to evaluate what had taken place during the attack on the five-problem project. On March 31, the project was developed into a series of sub-problems with corresponding sub-groups accepting the responsibility for the development of portions of the proposed evaluation instrument. The four sub-groups were to develop evaluative criteria for: (1) personal growth of the supervisor, (2) supervisory program growth, (3) supervisor preparation program growth, and (4) projections within each of these areas.

Again, the approach was thorough the problem-solving method as each group proceeded with its accepted task. An evaluation instrument was officially completed on May 13, and subsequently was used by the supervisors in actually evaluating themselves and their programs in terms of the four elements of the instrument.

The projects and activities undertaken during the bi-weekly meetings were not divorced from the supervisor-staff efforts in the internship activities in the local districts. They provided another basis for the mutual work of the supervisor and field staff member and further provided a point of departure for much cooperative local effort. Frequently the field consultant helped the supervisor by supplying pertinent materials, advising with him and assisting

him in the performance of his particular task within the construct of the group or sub-group.

Problems Encountered During the First Year Internship

The internship program encountered several problems during the year. Some of these were relatively easy to resolve, but some were complex and remained in spite of continuous efforts to solve them. A persistent one was the difficulty of the field staff to keep focused on the preparational experiences of the supervisor rather than on the improvement of instruction in the supervisor's district. To a large extent this problem was satisfactorily resolved; however, the staff occasionally reverted to assisting directly in the improvement of instruction in the local district to the exclusion of the provision of experiences for the preparation of the supervisor.

Another problem identified and attacked was the difficulty of assisting in the professional preparational growth of the supervisor in isolation from other members of the local leadership. A supervisor cannot perform supervisory responsibilities in a vacuum, but must work with the other people in the system who have leadership roles. Therefore, several procedures were employed during the year to bring local leadership teams together for evaluation and planning. There were six conferences held to help in the coordination of local leadership teams. Three of these involved only the superintendents for the twelve systems and the PEPES staff. Two conferences were held that involved the superintendents and their supervisors, and one conference was arranged to bring together the twelve superintendents and their school principals. Staff participation in these conferences was in initiating, planning with the groups, coordinating the planning, and participating during the six conferences. Here again, the purpose the PEPES staff held for these efforts was projected in terms of assisting the supervisor in preparational growth.

Inclement weather during the second half of the year created several problems in the operation of the internship. In addition to causing the cancellation of several field conferences between the two field staff members and their interns, the weather forced the cancellation of one two-day bi-weekly conference for which much effort had been expended.

The involvement of the staff in numerous in-service conferences, both in PEPES III and II, took an inordinate amount of time, and

the involvement was sometimes of a superficial nature. While staff participation in such meetings offered opportunities for the provision of preparational experiences for the supervisors, it was too often ineffective in helping the supervisor.

Another problem was the necessity for meeting the college requirements of student grading. In such an experimental program college requirements seemed out of order. However, the staff and the supervisors tried to use the necessity of a grade as a vehicle for helping the supervisor evaluate his supervisory program and his own development, the assignment of a grade becoming a secondary outcome.

The problem of integrating the four new supervisors who had not experienced the work of the first summer into the group was quite evident. These four, or at least two of them, were apprehensive for a considerable period of time about what they had missed during the summer. The staff attempted to resolve this problem through personal conferences and by presenting the four people with a copy of the minutes of the summer program.

Most of the supervisors were assuming supervisory positions for the first time. There was a problem of establishing their role with the superintendent, principals, and teachers. For varying periods of time, therefore, the supervisors were involved in clarifying roles and role relationships with their colleagues.

Facilities for the supervisor were not always what might be desired. Office space was often crowded and frequently had to be shared with other people, so that personal supervisor-staff conferences were difficult.

Finally, communication between the PEPES staff and the superintendent was not always maintained. Often the superintendent's other duties made it difficult for him to find time for conferences with the staff.

Assessments and Outcomes

Following are assessments and outcomes observed by the staff for the year:

1. A warm, personal relationship was established with all twelve supervisors.
2. The supervisors displayed varying degrees of ability in developing supervisory programs in depth.
3. There was substantial growth in most individuals in developing the techniques of working with people.

4. The stimulation of professional reading on the part of the supervisors was apparently effective. The increased reading is thought to be the direct result of a realization of need.
5. There was an increasing self-confidence on the part of the supervisors in respect to their performance on the job.
6. There was a beginning of team effort in most of the local systems to improve instruction.
7. The supervisors, for the most part, began to identify local problems and needs and to intelligently pursue them.
8. The reference group technique—bi-weekly contacts—seemed to give the supervisors considerable satisfaction, and in reality served as a sort of therapeutic influence.
9. There seemed to be a growing respect for the value and worth of each individual in PEPES, and this, apparently, was reflected in the local system and its people.
10. The supervisors began to assume the responsibility of leadership in groups other than PEPES.
11. There was an increasing recognition on the part of the supervisors that any activity should be pursued in terms of supervisory purpose.
12. The staff members were beginning to establish working relationships with members of the local systems, superintendents, principals, etc.
13. The first year of the internship provided a firm foundation for the preparation of the supervisors, but it was obvious that much work remained to be done with them.
14. The superintendents seemed to be more appreciative of their respective supervisors and to have a high regard for them and their performance.

The Second Summer, 1960

The second summer's experience for Group III was in part geared to fulfilling those requirements of the College of Education and the Graduate School that could not be waived under existing circumstances. It was necessary to provide each master's degree candidate a minimum of six semester hours of work outside the field of education; those working beyond the master's level, with course work appropriate to their experience and needs; and those in the area of elementary education who had not previously completed such work, curriculum experiences.

Purposes for the Summer

Working within the general framework of the above requirements, the students and staff developed plans for a summer's experience that would be aimed at the achievement of personal educational goals as well as contributing to the overall purposes of the preparational program.

From its pre-planning for the summer, the staff submitted to the group the following recommendations:

1. That the supervisory programs developed during the first year of the internship be analyzed in relation to and as revealed by the use of the evaluation instrument the group had just completed. The instrument might be studied further for revision and improvement.
2. That the work of the group in the informal, voluntary meetings in the College of Education be related as directly as possible to the cross-campus work the interns were taking in other colleges of the University.
3. That careful study and analysis of the leadership roles of the supervisor and other leaders within the respective school districts be continued during the summer.
4. That the purposes of the summer be explored with the group in the opening session so that the staff's purposes and the interns' purposes could be understood and appropriately related.
5. That the possible use of Dr. Pauline Hilliard, University of Florida, and Dr. Jane Franseth, U. S. Office of Education, be considered.
6. That evaluation of the summer's work with all its activities and resources be conducted to improve the second summer's experience for interns of the future.
7. That the possibility of tape recording of some or all of the summer sessions be considered.

The group decided to set up a committee of three interns and staff to consider these recommendations, to suggest a set of purposes, and present their findings. Each intern was requested to submit further suggestions to the committee.

From the committee's report the following general objectives for the summer were adopted:

1. To use the evaluation instrument for self-evaluation. (One hour of each class session.)
2. To relate cross-campus work to supervision through panels, discussions, reports, and the use of resource people from the other disciplines.
3. To continue to develop supervisory functions regarding:
 - a. skills in group work, role playing, skits, resource people, etc.
 - b. human relations
 - c. sensitivity to the feelings of other people.
4. To develop long range plans for the next school year.
5. To plan a joint meeting with the superintendents and principals of all school districts involved in Group III.
6. To exploit opportunities to hear outstanding speakers and consultants on the campus during the summer.
7. To select incidents from diary write-ups as case examples of good writing and present them to the group in mimeograph form for discussion.

Operational Procedures and Activities

Following the identification of the above set of purposes, the task became that of planning and developing specific experiences for their achievement. The subsequent planning sessions were tape recorded to preserve the story of how these experiences were developed and for possible evaluative uses at a later date.

There were many activities which occurred as a result of such planning. For example, Dr. Hilliard was invited to meet with the group and discuss "social learnings and their application to supervision." Likewise, many professors from other disciplines, who were teaching classes in which some of the interns were involved, were invited to meet with the group to explore concerns and concepts. Other activities included: viewing a textbook exhibit, attending a conference on human growth and development, participating in a conference on the use of new communication media, and attending lectures and cultural presentations.

Operationally, the supervisors attended classes in the mornings which would help them meet institutional requirements and personal needs, while two afternoons each week were spent in a seminar type experience with the total PEPES group and staff. It was in these afternoon sessions that many of the above activities took place.

Mornings were spent in attendance and study in several course areas. These were: Educational Sociology, seven students; Independent Work in Supervision, two students; Interdisciplinary Seminar, five students; Child Welfare Services, three students; and The Elementary School, three students.

Problems Encountered

Although the planning for the summer had been more thorough than it had been for either of the two previous groups, the summer still produced many frustrations and irritations to reduce the efficiency of the program. Severe pressures arising from the formal classwork in other disciplines weighed heavily upon most of the supervisors. The implications of the philosophic framework of the project seemed in obvious conflict with the accepted organization and operational procedures of the usual college classes. The freedom students felt in developing individualized preparational programs in PEPES was generally reduced as they experienced classwork in these typical college classes.

Additional problems related to the classwork the supervisors

experienced outside the College of Education were: (1) the conflict between the oftentimes textbook-centered approach which the instructors employed and the supervisors' concepts of effective teaching; (2) the instructors' lack of knowledge of the world of reality in which the supervisors worked; (3) the concentration on a single, or a few, limited bodies of knowledge, as opposed to the multidisciplinary approach used in the PEPES experimentation; (4) competition for college grades; (5) the lack of coordination between the College of Education staff and the staff of the College of Arts and Sciences; and (6) the limited choice of courses available and appropriate to the purposes of a preparational program for educational leadership.

There were also many pressures related to the supervisors' responsibilities in their home school districts. Many of them were continuously involved in further developing in-service education programs in their districts, and doing so took time and effort away from their campus studies. In addition, all the supervisors had home and family responsibilities which placed demands upon them.

Of course, all the above problems were not felt by all the supervisors; however, they were factors which undoubtedly reduced the effectiveness of the total group and many individuals within it. Despite these many difficulties, the summer seemed to have far-reaching consequences in the growth and development of the supervisors and the staff.

Outcomes Resulting from the Second Summer

A review of the achievements of the second summer program indicates that there were many valuable contributions which came as a result of the summer experiences. Some of these outcomes and achievements were:

1. An opportunity was afforded the supervisors to further analyze, assimilate, understand, and relate learnings from other disciplines to the tasks of supervision.
2. Opportunities were provided for planning the second year of the internship.
3. The problems, frustrations, and difficulties seemed to further assist in welding the group together.
4. Opportunities were provided for evaluating the previous year's preparational program.
5. The summer experiences provided a bridge of continuity from the first year program to the second.
6. The use of resource people, and continuing study, seemed to extend the supervisors' understanding of supervision.

Questions for the Future

Many questions arose as a result of staff analysis of the second summer's experiences with Group III. Because this second summer had to be planned in terms of helping the supervisors meet certain institutional requirements, because the supervisors were engaged in study in other disciplines and because the staff could meet with the group only on two occasions each week, many questions were raised concerning the second summer as an integral part of an on-going preparational program for supervisors. Some of these were:

1. What should be the scope and sequence of non-professional college courses in the preparation of educational supervisors?
2. What disciplines should be included in this non-professional category?
3. For study in these disciplines, should the student be enrolled in the regular program of the colleges which normally teach these disciplines, or should the instructors in these disciplines be members of the College of Education staff?
4. How can the specialized learnings gained in the study of other disciplines be related and applied to supervision?
5. How can the staffs of the College of Education and the other colleges develop greater coordination of effort, better mutual understanding of purposes and processes, and improved programs for the preparation of educational leadership?

The Second Year Internship, 1960-61

During the second year several modifications were made in the preparation programs for these supervisors, modifications that grew out of assessments made of the first year program and the second summer's on-campus experiences. These modifications were not the result of arbitrary action on the part of the staff but emerged from joint evaluation by the supervisors and the staff.

During the second summer, the field staff members maintained close working relationships with their respective interns even though the interns were engaged in course work with other instructors. Personal conferences were initiated by both the staff and the supervisors to continue the individualized preparation programs for the supervisors. These conferences helped to bridge the summer and give the internship continuity from the first year into the second.

Operational Characteristics of the Second Year Internship

The same twelve supervisors who participated in the first year of the internship remained for the second year. In addition, one new person joined the group for the bi-weekly meetings but was not officially a part of the experimental group even though he was provided field assistance by one of the staff. This person was the first supervisor-intern in the revised preparation program of the University of Kentucky, a program revision that occurred (in part) because of the success that the experimental PEPES program was having. One supervisor resigned his position in the system in which he had worked during the first year of his internship and accepted a similar position in another system, but continued in PEPES.

There were no staff changes during the second year of PEPES III. The same two field consultants were used, and the two co-directors completed the staff roster.

The internship functioned largely as it had during the first year of PEPES III. The two field staff members continued to meet with the supervisors in the local districts for conferences concerning plans and action to improve the quality of the preparational experiences offered the supervisors. Often the staff member became a participating member of some supervisory program or activity in the local system, thus gaining additional information for use in assisting the supervisor in his own preparational program.

The bi-weekly meetings were continued in much the same manner as those of the first year's program. They were held alternately on the campuses of Berea College and the University of Kentucky, and, operationally, functioned in about the same way as in the previous year.

The bi-weekly meetings fostered three major projects during the year. One of these was concerned with helping the group in the development of continuing programs for the in-service education of local instructional staffs. This purpose was aided by a planned conference, October 14-15, 1960, for which the group secured the consultative service of Dr. Jane Franseth.

The second major project of the bi-weekly meetings was a four-month effort in the study and exploration of the processes of how people learn. The group divided itself, on an interest basis, into three sub-groups to work intensively on the three problems: (1) How can we utilize test results in terms of what we know about

the learning process? (2) How can what we know about the learning process help us with the organization and evaluation of in-service programs? (3) How can the self-concepts held by an individual be determined?

The third major project undertaken by the group in the bi-weekly meetings concerned the development of more local leadership and leadership team effort for instructional improvement. This project was implemented by two conferences, the first of which brought together the local leadership groups—superintendents, principals, supervisors—to discuss ways of identifying and attacking local instructional problems. The second conference was organized to enable the local teams to share what they had been doing in the various systems as a result of the first conference. It should be pointed out that these conferences were the result of joint efforts on the part of the supervisors, their superintendents, and the PEPES staff, who were exerting great effort to help the superintendents assume major responsibility for the meetings.

The supervisors and staff used the meetings for many other purposes also. For example, the total group made plans to participate in the national ASCD conference in Chicago, the KAES conference at Cumberland Falls, and the regional and state ASCD meetings.

Modified Purposes for the Second Year

Generally, the purposes which were developed for the first year of PEPES III remained as continuing foci for the second year. However, both the supervisors and the staff added some purposes, at the same time modifying the priority of those which had been pursued during the first year. These additions and changes were: (1) helping the student assume an increasing degree of responsibility, initiative, creativity, and effectiveness in directing his own growth and development as a supervisor; (2) assisting the student to gain a more adequate understanding of people, their behavior, and ways of facilitating changes in human behavior; (3) helping the student acquire the necessary skills for experimentation, research and problem solving, and ways of implementing these skills in the improvement of instruction; (4) helping the student learn more effective ways of applying the supervisory functions to supervisory tasks; (5) providing opportunities for better understanding of the

learning processes and their implications for the improvement of instruction; (6) helping the student develop the necessary competencies for carrying on continuing in-service programs; and (7) helping the student recognize the necessity for and the ways of developing local leadership teams.

Specific Activities Based Upon the Modified Purposes

The above purposes were implemented in a variety of activities, both group and individual. The following illustrative activities are described in terms of the seven purposes so that the reader may get an idea of some of these activities.

Illustration 1.

Purpose: To help the student achieve a greater degree of responsibility, initiative, creativity, and effectiveness in directing his own growth and development as a supervisor.

Activity: The exaggerated degree of status consciousness exhibited by one supervisor made it difficult for him to establish the working relationships with his superintendent and principals which are necessary for effective supervision. During his first year in PEPES he seemed to be shying away from initiating conferences and communicating with his colleagues, even with encouragement from the field consultant. Instead of working to develop a supervisory program in terms of local needs and problems, he apparently wanted a predetermined blueprint for an effective supervisory program without consideration of the local environment. When the staff suggested alternative ways of working to develop an effective program, he seemed to have difficulty in selecting a course of action and following it.

During his second year in PEPES, several departures were made in developing a preparation program for this student: (1) the staff made a great effort to set up several conferences in which he would have the opportunity to share his ideas with his superintendent and principals; (2) the staff member became a participating member of the supervisory activities of the local district so that support and encouragement could be practical and meaningful for the supervisor; (3) when the supervisor and the staff member had personal conferences the suggestions made by the staff member were kept to a minimum so that the supervisor's selection of a course of action

would be easier; (4) his superintendent and principals became involved in PEPES sponsored programs and activities outside the local system; and (5) the staff consultant carefully selected reading materials that would help the supervisor become more understanding of people.

Consequently, by the end of the second year, this supervisor had begun to exhibit a different behavior pattern. He seemed to accept people, their value and worth, in a more realistic way, with less emphasis upon the status position they held. He began to realize that a supervisory program has to be developed in terms of the local setting, its problems, and its people. Ultimately he developed a local program that seemed to be forward looking and meaningful to the people with whom he worked.

Illustration 2.

Purpose: To assist the student to gain a more adequate understanding of people, their behavior, and ways of facilitating changes in human behavior.

Activity: By December, the second year of PEPES III, three members of the group had begun to identify a major problem in understanding people, their behavior patterns, and the causes for these patterns. Consequently, during a regular bi-weekly meeting on December 17, these three supervisors, along with a staff member, began to explore ways of learning more about the identified problem. The next two and a half months were devoted to the study and exploration of the problem, and by March the three people had moved far enough into it to report their findings to the total PEPES group. These findings had come from intensive reading, supervisor-staff conferences, and some simple research in the various local school systems. The scope of the study had included: (1) learning and the learning processes, (2) perceptual theory, (3) the basic human needs, (4) themselves as learners, and (5) ways of implementing their findings in terms of supervisory program development.

This study was not confined to the three supervisors who pursued it intensively; rather there was considerable interest in it on the part of most of the PEPES III group. The three people merely took the responsibility of conducting the study and then shared what they were doing and what they learned with the others.

Illustration 3.

Purpose: To help the student acquire the necessary skills for experimentation, research, and problem solving, and the implementation of these skills in the improvement of instruction.

Activity: The supervisor, in this instance, had begun to identify the fact that he knew too little about the parents of his district, how they felt about the school, and what they saw as purposes for the school. During his first year in the internship the voters in his district had rejected an increase in taxes for schools by defeating a building tax levy by a substantial margin. As a consequence he wondered how the parents could conceptualize the school program in such a way as to cause them to overlook the crowded conditions to which their children were subjected daily.

Staff exploration with this supervisor produced a plan of action for the supervisor's second summer program. As a part of the student's six credit-hour load for the summer he undertook research to learn more about the patrons he served. A research design was worked out, and he conducted the study throughout the summer and the entire second year of his internship. He gathered data by means of a questionnaire, and then described his findings and conclusions in a written report.

Apparently the student learned more about the processes of research, more about the techniques of reporting research findings, and considerably more about the parents and patrons of his district.

This research effort was shared with other members of his teaching and administrative staff, and, undoubtedly, helped many people in the system become more aware of the expectations which the patrons of the district have concerning the school.

Illustration 4.

Purpose: To help the student learn more effective ways of applying the supervisory function to supervisory tasks.

Activity: The first year this supervisor was employed he was assigned to distribute state-adopted textbooks. This responsibility involved accurate checking and listing as the books arrived, checking for accuracy of pupil enrollment, the subsequent assignment of books to both the consolidated and the small schools, and the actual distribution of the books to the individual schools. The problem which faced him was: "What can I do to make textbook

distribution a real supervisory function?" The question was presented to the PEPES group during the first summer, and they made suggestions which he tried to implement during that year.

An assessment of what he had done toward resolving the problem resulted in the identification of some more effective ways in which he could work during the second year. These included: (a) gaining greater familiarity with the textbooks himself, (b) assisting teachers with the use of textbooks and materials as he distributed them, (c) evaluating textbooks with individual teachers, (d) identifying the changing needs of teachers and pupils in terms of materials, and the redistribution of books to meet these needs.

The staff member assisted him during the second year by involving him in a constant assessment of what he was doing to resolve the problem, and helped him focus on his role as supervisor in the total program of instructional improvement.

As a result of this supervisor's attack on the problem of making this routine task become more productive from the standpoint of program improvement, the supervisor was able to work with his superintendent to help him understand that the supervisory assignment contained many aspects which were causing the supervisor to spend too much time in a non-productive manner. As a result, the superintendent agreed to provide added personnel and facilities to relieve the supervisor for other duties.

Illustration 5.

Purpose: To provide opportunities for better understanding of the learning processes and their implications for the improvement of instructional programs.

Activity: The bi-weekly PEPES meeting of December 5, provided the point of departure for this activity. At that session the group identified six questions concerning the learning process: (1) How does a staff implement what it learns about learning and the group process? (2) How can we utilize test data results in terms of what we know about the learning process? (3) How does what we know about the learning process help us with the organization and evaluation of in-service conference "days"? (4) How can we involve parents in studying the learning process? (5) How can the self-concepts held by an individual be determined? (6) How can an experiment with a group be carried on in terms of what we know about learning? Subsequent study of these questions led to the

division of the total group of twelve supervisors into three subgroups who began an extended study of questions two, three, and five.

The staff's role in this activity was in terms of assistance in planning and carrying on the work during the bi-weekly meetings and doing individualized work in the field with the various supervisors. The two field consultants worked with their respective interns in terms of the problem which they had chosen for study, and in terms of the practical application of what they learned.

Illustration 6.

Purpose: To help the student acquire the necessary competencies for the development of continuing in-service programs.

Activity: The PEPES I supervisors initiated a plan for a two-day conference to explore the topic: Developing a more effective, continuous in-service program. A planning committee composed of representatives of the PEPES I, PEPES II, and PEPES III groups projected a conference to implement the above topic by centering upon: (a) concepts of supervision, (b) the supervisor and human relations, and (c) evaluating an in-service program and "self." The members of PEPES III served as chairmen of general and small discussion groups, thus providing them with an additional experience in leadership. The planning committee, with the staff's assistance, was fortunate in securing the consultative services of Dr. Franseth.

The staff recognized this experience as a valuable learning opportunity for the supervisors as they sought to gain more competency in developing continuity in local in-service programs. The staff served in an advisory capacity both in planning the conference and in its operation and, at a later time, assisted the supervisors in assessing their leadership roles during the conference.

Through this activity the students gained in knowledge and understanding of: (a) newer research in the field of supervision; (b) more effective leadership techniques; (c) how to use consultants; and (d) how to achieve greater continuity in local in-service programs.

Illustration 7.

Purpose: To help the student recognize the necessity for and ways of developing local leadership teams.

Activity: The supervisor, in this instance, gave some indication in the first conference he had with the field staff member that his principals had not taken any high degree of responsibility in local leadership. Apparently the superintendent and the central office staff had become accustomed to making most of the decisions affecting the entire district, and only on occasions requested assistance from the principals and others in the system.

During the first year, the staff member worked with the supervisor and the local staff, trying to build a readiness for the development of leadership team action. Every time a decision had to be made, the question was raised as to who should make it.

The first real indication of awareness and readiness on the part of the central office staff to seek assistance in decision making came as a result of an in-service committee meeting during May, 1960. This meeting, which was attended by all the principals in the system, the superintendent, and central office staff, and the PEPES staff member, gave the principals some tasks to perform with their faculties and placed the superintendent in a position where he could behave in a free and facilitating manner. This one meeting seemed to give evidence to most of the participants that there was a great need for concerted action, rather than arbitrary action on the part of one or two individuals.

The planning for an in-service conference, the conference itself, and the subsequent efforts in evaluating and projecting the results of the conference into further action all seemed to aid in the development of a new cooperative feeling on the part of the status leadership in this system.

The staff member's role in this activity was to confer about purpose and procedure with the supervisor and to participate with the leadership group as it developed into an effective team.

The supervisor learned many of the skills needed to weld a heterogeneous group of people into a leadership team, learned how to apply these skills in terms of the individuality of the people with whom he worked, and in the process learned more about how people change their behavior patterns.

Staff Behavior

The ways in which the staff attempted to assist the supervisors in the acquisition of the competencies of supervision have been illustrated in much of the foregoing narration. However, some of

the roles which were assumed by the staff need reiteration, and are summarized here:

1. Each staff member tried to function in a manner parallel to that of a supervisor in his local setting. The staff attempted to project its role, and to behave, as consultants, as partners in learning, as emergent leadership, as participants in the various group activities, and as individuals who earnestly seek to define and refine the role possibilities of the supervisor.
2. The staff constantly studied and analyzed its own behavior and tried to inform the supervisors that it was doing so.
3. The staff tried to be supportive of each student, tried to elicit the deepest thought and study on the part of each student, and constantly sought to help each student to develop his fullest potential as a supervisor.

Assessments of the Second Year Internship

It is recognized that the assessment of the second-year program for PEPES III can be made only on the basis of the data which are immediately available. However, there are some points that can be emphasized with some degree of validity. These are:

1. There is considerable evidence available to indicate a high degree of commitment to supervision on the part of all the twelve students.
2. There are data which support the conclusion that these people have grown in the acquisition of the competencies which are necessary for them to perform as supervisors.
3. The twelve systems appear to be developing improved instructional programs.
4. The various systems seem to be more aware of the necessity for using the team approach to improve instruction, and they are actively pursuing this approach in working on local programs and problems.

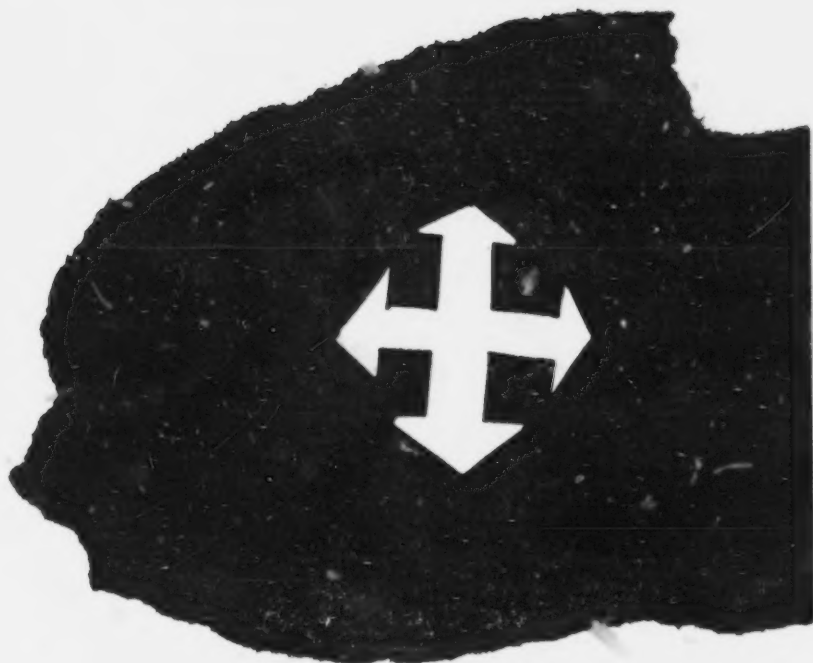
Problems Encountered During the Second Year

The second-year program for PEPES III was not without its problems also. Some were the same that had emerged during the first year and were continuing areas of staff concern. However, some of the problems that had arisen during the first year became resolved to the point of little real concern. For instance, the problem that the field staff had faced during the first year in keeping focused upon supervisor preparation rather than local system instructional improvement seemed to be satisfactorily solved by the staff.

Some of the problems that arose during this second year were:

1. Time—scheduling of field conferences and work continued to be a problem.

2. Political factors—this was the year for school board elections, and these, in some instances, interfered with the field work.
3. Irregularity of daily diary submission—a few of the supervisors became so busy locally, or had other reasons, that they became lax in communicating what they were doing to the staff.
4. Assigned non-supervisory work by the superintendent—this sometimes made it difficult for the supervisor to function in the improvement of instruction.
5. Leadership during the bi-weekly meetings—there seemed to be more acceptance of two or three supervisors as group leaders, rather than the acceptance of all the supervisors for this role.
6. Inclement weather again hampered the work of the field staff.



CHAPTER FIVE

SUMMARY, OUTCOMES, CONCLUSIONS, AND RECOMMENDATIONS

The preceding sections of this report have described the origin and development of the "Program of Experimentation in Preparing Educational Supervisors." This section is to summarize the entire project, cite the factual outcomes, present the conclusions which the staff reached as a result of their participation in the project, and offer some recommendations. The summary is presented so that the reader may be better able to grasp the project *in toto* and thus be more cognizant of the rationale of the outcomes, recommendations and conclusions. The outcomes are factual information which emerged as a result of the project. The conclusions are based upon the staff's interpretation of data collected during the project. The recommendations are projected upon the basis of outcomes and conclusions drawn from the total project.

The typical research undertaking begins with a need, projects an hypothesis or hypotheses, collects data to test the hypothesis, and draws conclusions about the validity of the hypothesis. PEPES, however, was not a typical research undertaking. PEPES began with a genuine need: to improve ways of preparing educational supervisors. It projected hypotheses in the form of preparation program purposes and processes, tested these purposes and processes in a four-year program of implementation, collected data, interpreted these data, modified the purposes and processes as better ones were discovered, and arrived at some conclusions which seem to be worth further consideration.

Background of the Project

Beginning in 1957, Berea College and the University of Kentucky, financed by a grant from the Fund for the Advancement of Education, began a four-year project of experimentation in the improvement of programs for the preparation of educational supervisors. This effort grew out of previous research and experimentation projects such as the Rural School Improvement Project (also financed by the Fund for the Advancement of Education and carried on by Berea College) and the Kellogg-supported experimentation in improving preparation programs for educational administrators conducted by the University of Kentucky. These projects, along with the provision of supervisory units under the Foundation Law program, indicated that additional experimentation addressed to the task of improving preparation programs for educational supervisors was urgently needed.

The Purposes of the Project

The basic purpose of the PEPES project was to develop improved processes and procedures of preparing educational supervisors. Within this basic purpose were five operational purposes or guidelines:

1. To aid in the development and promotion of organized programs of supervision at the local district level.
2. To utilize an internship in preparing supervisors at both the pre-service and in-service levels in order to determine its possibilities for preparational programs in Kentucky.
3. To ascertain more adequately the competencies demanded of a supervisor and attempt to develop more appropriate experiences for the supervisor in terms of these competencies.

4. To experiment with on-campus experiences in order to determine how such experiences might be modified to become more effective and to discover how to develop more effective relationships between campus and field activities.
5. To gain field experiences and research data to be made available to the Kentucky Department of Education, the University of Kentucky, the state colleges concerned with the preparation of supervisors, and to supervisors and other personnel at the local school system level.

An examination of these five purposes will reveal that PEPES was concerned with both on-campus and field experiences, with emphasis upon the latter. However, the ultimate goal in any preparation program is the growth and development of the individual within that program. Therefore, these five purposes were geared down to sub-purposes which dealt with the individual supervisor. These offered a generalized framework to guide the staff in its experimentation with processes and procedures of developing a more effective supervisor preparation program. These sub-purposes were: (1) to help the supervisor develop a theory of education; (2) to help the supervisor develop a concept of supervision consistent with that theory of education; (3) to help the supervisor acquire the knowledge, information, and understanding necessary for supervision; (4) to help the supervisor develop the skill and ability to apply supervisory functions to supervisory tasks, thus enabling him to implement his knowledge, information and understanding; and (5) to help the supervisor develop personal attitudes, beliefs, and values for:

- continuing self-development
- increasing self-direction
- developing confidence in working things out for himself
- increasing ability to solve problems
- increasing ability to acquire and utilize knowledge relevant to the solution of problems
- increasing respect for the worth of others
- increasing ability to work for purposes which contribute to the improvement of society
- increasing ability to work with others in the solution of problems.

Selection and Recruitment of Supervisors

The original proposal for the PEPES project indicated that there would be two groups of supervisor-interns selected for the experimentation, with each group comprised of sixteen persons. These

supervisors were to be selected by the local school superintendents in the normal employment procedure and were to be employed on a full-time basis with full responsibility as supervisors of instruction. Admission into the project was a process without a high degree of selectivity on the part of the PEPES staff even though the staff had to maintain some control over the process.

As the staff members initiated action to implement the project, they encountered difficulties necessitating a modification of the original proposal. The staff was unable to recruit the proposed number of interns for the first group and had to begin the experimentation with only six supervisors. The following year another group of fifteen interns was accepted, and the third year twelve additional people were selected for the final group. These modifications were accomplished with the full approval of the Fund and resulted in producing a total of thirty supervisors who completed two years of preparation during the four-year experimentation. This total is the effect of three resignations in PEPES II who were not replaced, and four resignations in PEPES III who were replaced by a like number.

Organization and Operation of the Project

The entire experimentation was projected with the recognition of existing realities in terms of state certification requirements for supervisors, and in terms of institutional patterns and requirements of the University of Kentucky. For example, provisional state certification for supervisors was based upon the completion of fifteen semester hours of graduate study. Thus, one requirement for admission to PEPES was that the student should have completed a minimum of six graduate hours in education so that his first summer would provide him with the minimum hours for certification before he actually began work in his school system. Likewise, the project was structured so that by the end of the two-year program the supervisor could complete a maximum of thirty hours of credit which could be applied toward either a master's degree or Rank I certification on the Kentucky Minimum Foundation Program salary schedule.

While the two-year program was extremely flexible in terms of the individual student, the total program was organized in terms of the following blocks of time:

1. *The initial summer*—a seminar type program in which the student participated with the other members of his group for the eight weeks and in all day sessions
2. *The first year internship*—an academic year in which the supervisor functioned on the job with assistance from a PEPES staff member and also participated in bi-weekly seminars with his group and the staff.
3. *The second summer*—the regular eight-week University summer program in which the supervisor was engaged in college course work in related disciplines with the regular staff of the University, but with continuing contact with the PEPES staff and the others in his group.
4. *The second year internship*—another academic school year in which the supervisor was engaged in a manner similar to that of the first year internship.

As the above outline indicates, the project was in part integrated into the normal preparatory program of the University. However, with the exception of the second summer program, the experimentation was developed within a unique operational pattern and behavioral framework by the PEPES staff. The traditional teaching method in which the staff member pre-determined the content and scope for student study was replaced by six behavioral purposes or operational characteristics:

1. The staff tried to behave in a manner that would focus upon the personal growth and development of the individual student (and staff member).
2. The staff attempted to behave in a manner which would help the students draw an analogy between the way the staff performed and the way they, as supervisors, might behave with teachers.
3. The staff tried to create a climate conducive to optimum learning on the part of the students.
4. The staff replaced the typical textbook-oriented classroom teaching situation with a learning situation in which the problems, needs, concerns, and questions of the students became the content of the program.
5. The staff used these problems, needs, concerns, and questions as vehicles to move more deeply into study areas which could help the students gain a broader understanding of human behavior as a base for effective supervision.
6. The staff members were constantly engaged in appraising and assessing their own behavior and modifying it in terms of this assessment.

PEPES I

The first group of six supervisor-interns—PEPES I—began their two-year program in June, 1957. That summer, the initial experience in their program, the supervisors and three staff members engaged in a type of seminar which was focused toward helping

the supervisors acquire greater understanding of themselves, gain greater knowledge about human behavior, and examine ways of applying this understanding and knowledge to supervisory performance.

When the six interns began functioning as supervisors that fall in their respective school systems, they were provided an internship program in which a staff member worked with them on the job in terms of their problems and needs. Concurrently, they attended bi-weekly meetings of the total group and the total staff.

The following summer the supervisors were enrolled in job-related college course work at the University of Kentucky in disciplines such as sociology and anthropology. At the same time, the staff helped them develop plans and processes to implement what they were learning into their job functions as supervisors.

The second-year program for these six supervisors was similar in organization and operation to that of their first year. However, a fourth staff member was added to the experimentation. His addition enabled two members to work full time in the field with these people and provide a more intensive internship program for them.

PEPES II

The second group of supervisor-interns began its two-year program in June, 1958. The staff sought to recruit twenty-six supervisors for this group which was to be the terminal group of the project. However, only fifteen were recruited. It was at this point that the staff requested and was granted permission from the Fund for a third group to be started in the summer of 1959, so that a significantly large sample of the total supervisory staff of Kentucky could be included in the total project.

The program of PEPES II was similar in organization to that of PEPES I. The first summer and the first year internship were geared to helping the supervisors better understand themselves and human behavior. However, by the end of the first year the staff's appraisal of the effects of the processes they had been employing indicated that the purposes of the project could be better served if the frontal assault on self-understanding and human behavior were altered so that more emphasis could be placed upon helping the supervisors acquire a broader concept of supervision *per se* and of the competencies inherently needed in the implementation of that concept. Likewise, the staff concluded that the preparation of a

supervisor is a responsibility of other local school leadership as well as the college staff. Consequently, considerable effort was expended in arranging for opportunities for the local leadership to meet with the staff and each other to examine and propose processes for facilitating local leadership preparation.

The pursuit of this modified program was carried on during the second summer of PEPES II and throughout the second year, both on the job and in the bi-weekly seminars. During this period, two new staff members replaced the original two field staff members, and three supervisor-interns resigned from the program, leaving PEPES II with twelve members.

PEPES III

The third and final group of twelve supervisors—PEPES III—entered the project in June, 1959. Organizationally, their two-year programs were very similar to those of the previous two groups. Operationally, however, there were several important changes in their programs. For example, whereas the programs of PEPES I and one year of the programs of PEPES II had focused upon helping each member learn more about himself and his own behavior, PEPES III's program was predicated upon helping the individuals grow and develop as supervisors. The focus for PEPES III was never upon the interns as individual human organisms in isolation to their job-related responsibilities as supervisors of instruction; rather the focus was directed toward helping them become more competent as supervisors.

As in the second year of PEPES II, the program for PEPES III included several activities designed to foster the development of local leadership teams. The intent was to help each leadership team become more effectively responsible for the continuing growth and development of its membership (including supervisors) as these various individuals functioned on the job.

Thus, as the project officially ended in June, 1961, three groups, or thirty supervisors, had completed two-year programs in furthering their development as educational supervisors. The three groups experienced different programs, with somewhat different emphases or foci, but with similar purposes. The staff's assessment of the program of the first group led to the modification of the staff's focus and behavior with the second group, which in turn provided data upon which modifications in the program for the third group

were made. This developmental approach resulted in the third group's being the group on which more data were collected, enabling a more thorough assessment and providing much of the basic material for the further projection of improvements in future preparation programs for supervisors.

Outcomes of the Project

As indicated in Chapter I, the project's proposal stated: "We believe that the proposed project will result in the creation of a new program for training supervisors and that the steps listed below might well emerge following the initial experimentation . . ." It was, therefore, assumed that the successful development and demonstration of more effective preparation for educational supervisors would result in subsequent steps to incorporate such advances into various institutional and state programs related to supervision. It was not assumed that this project would be the sole causal factor in such future modifications. The assumption was, however, that it would play a vital role in each development.

This section, then, attempts to report the status of the twelve "steps" listed in the proposal as possible outcomes. Also reported are fifteen other consequences which were not identified at the beginning of the project. Below, then, are twenty-seven statements which report the consequences of this four-year experimentation in preparing supervisors:

1. A radically different curriculum for the preparation of supervisors has been developed and included as a regular part of the preparation programs at the College of Education, University of Kentucky.
2. The internship element, for the preparation of not only supervisors but also other educational leaders, has been adopted by the College of Education as a required experience in its preparational programs at pre- and in-service levels.
3. Certification requirements for supervisors have been revised by the State Department of Education in terms of research coming from this experiment and others.
4. There were thirty-seven interns involved in the experimental program. Of this number thirty completed the entire two years of preparation; therefore, thirty new supervisors were added in the state of Kentucky. This number added seventeen per cent to the much needed new supply of general supervisors for the state. Among the seven who did not complete the program, three are principal-supervisors, one a county superintendent, one an elementary teacher, one a college teacher, and the other a health educator.

5. Based on the evaluations made within the experimental program by the staff and the superintendents of the districts involved, and on judgments of State Department of Education personnel and others, a uniquely capable group of supervisors was prepared through the experimentation.
6. There were six staff members directly involved in the experimentation over the four-year period. Two were involved for the entire period, three for two years, and one for one year. Four of the six are now members of the College of Education staff, one is at Berea College and one at Anderson College, Anderson, Indiana. Thus, there is a small reservoir of trained college personnel available and involved in perpetuating and extending such preparational programs in Kentucky.
7. There has been established a core group of thirty working supervisors around which a stronger and more effective internship experience may be developed.
8. The University of Kentucky College of Education has made plans for selected staff members to work off-campus as field consultants to aid in the improvement of supervision and programs of preparation.
9. The College of Education has recognized that no longer can adequate educational leaders be developed effectively without increased expenditures per educational leader prepared. Budgets are being increased in order to reduce teacher-student ratio, provide instructional materials and other resources, and allow for travel and off-campus expenses.
10. There has been a marked improvement in programs for instructional improvement within the school districts that have been involved in the project. Reports from the supervisor-interns, the superintendents, school staff members, and State Department of Education personnel verify the observations of the PEPES staff members.
11. There is a considerable strengthening of educational organizations related to supervision because of the increased professional understanding and activity of those who have been through the preparational experiences provided by PEPES.
12. A modified program for the recruitment, selection, and retention of candidates for educational leadership positions has been implemented in the College of Education, University of Kentucky.
13. A greater variety of summer activities as well as consultants is now being provided on the University of Kentucky campus for the development of educational leadership.
14. Plans have been made, and are now being implemented, to provide opportunities for all of those who completed the experimental project to continue to function together toward the further improvement of supervision as a profession and to continue to evaluate and plan for still more effective programs of preparation.
15. There is more interest and concern among many school districts for developing experimentations within their own programs and for financing them out of their regular budget.
16. A set of major competency areas for supervisors has been identified as the result of a sub-study carried on by one of the staff members as a part of his doctoral requirement. Experiences have been developed in

PEPES in an attempt to identify accurately the competency needs of the interns and to fulfill these needs.

17. The development of inter-disciplinary seminars for the supervisor interns and other educational leaders has been stimulated through the PEPES project, and further activities to relate other disciplines to professional preparation more effectively will be continued on the University of Kentucky campus.
18. There were no significant outcomes with regard to ascertaining the role of the supervisor, teacher and administrator in increasing the supply of teachers; or discovering techniques and procedures of supervision especially adapted to rural areas; or determining methods and procedures of selection and utilizing teachers with special talents in a school system; or improving public relations in school communities.
19. Many effective operational procedures and techniques for the utilization of a preparational staff team were studied and implemented in the experimentation. The need for more effective teamwork within a college of a university and between colleges in a university was deeply underscored.
20. The channeling of research findings from PEPES to the State Department of Education, colleges and universities, school districts, and other interested organizations and individuals went on in an informal way during the entire project, but not to the extent that had been hoped. The implementation required such time and effort that communication to others was necessarily limited. There are plans emerging at this point to make possible a much more effective dissemination of reports of the activities and results of the experimentation. A further series of publications based on the activities and findings is now being outlined and developed.
21. The uniqueness of the experimentation and the professional quality of students who participated in it have attracted both national and international interest. The basic assumptions underlying the project, the interpretation of the term *competency*, the demonstration of procedures by which competencies may be developed, and the demonstration of the feasibility of such a preparational program have resulted in considerable rethinking and to some degree the modification of preparational programs in other institutions.
22. Berea College and the University of Kentucky have demonstrated that two institutions with uniquely different backgrounds could cooperatively develop and implement an experimentation which resulted in major contributions to the improvement of instruction within the state. At the same time, they have also demonstrated that such a common endeavor results in the improvement of staff and programs within each institution.
23. In this experimentation, each group of supervisors was provided more effective preparational experiences than its predecessor. As a group, PEPES II showed a greater degree of change, both as people and as supervisors, in developing instructional improvement programs than did PEPES I. Also, PEPES III showed greater change and more effective supervisory programs than did either PEPES I or PEPES II.

24. Each of the three groups which participated in the project did indicate significant behavioral modifications which exhibited:
- a. an increased interest in self-development as a life-long process
 - b. an increased self-direction
 - c. a greater degree of confidence in their ability to solve problems and make decisions
 - d. a greater ability and skill to acquire information relevant to the solution of a problem
 - e. a greater degree of respect for the worth of other people
 - f. a greater degree of acceptance of themselves as persons with strengths and limitations.
 - g. a greater ability and skill to work for the realization of purposes which contribute to the improvement of society
 - h. a greater skill in working cooperatively with other people in the solution of problems.
- Again, each succeeding group indicated greater growth than did the previous group or groups.
25. Within the school districts involved in this project, there were significant improvements in both staff behavior and instructional programs. There were modifications in such things as: staff relationships, methods of teaching, content, curriculum organization, testing programs, utilization of instructional materials and resources, the number and kind of staff meetings, and curriculum improvement activities. Such changes occurred with such consistent frequency that they were interpreted as resulting directly from the district's participation in this project.
26. Those superintendents and principals who most frequently and enthusiastically participated with their supervisors in developing the internship as a preparational experience and who participated in the many other project-sponsored conferences and workshops were the superintendents who acquired the most skill and understanding as instructional leaders.
27. The success of this project is being widely recognized in Kentucky and other states. However, its success in Kentucky and the diffusion of its basic ideas into other colleges and the State Department of Education may be assessed by the fact that Eastern Kentucky State College, Morehead State College, and the State Department of Education have been participating with Berea College and the University of Kentucky in developing a cooperative proposal for further experimentation in the preparation of instructional leaders, based on the procedures and findings developed or sharpened in PEPES.

Conclusions

The basic purposes of this project were: (1) to develop a more adequate program of preparation for educational supervisors and (2) to improve instruction in local school districts as a result of supervision. The project, then, was one of building, of creating, and of developing a preparation program. Hence, it was necessary to

secure adequate data from which the staff could draw conclusions and make subsequent modifications as the project matured.

Obviously, it was an interesting challenge to determine the data needed and to secure it while implementing the program itself. The most fundamental issue which the staff resolved was that this project was not an experiment with controlled and non-controlled groups to be equated with each other to determine the relative merits of each. The task was one of creating a program which would produce an end product whose behavior or whose professional services were of a quality that would obviously be more productive than that of a person prepared in a typical traditional program. Hence, the staff's basic decisions were: (1) to concentrate its energies on assessing each student's personality and professional competencies as he entered the project, (2) to keep a continuing set of data on both the student's development and work as supervisor and the staff's procedures and experiences throughout the project, and (3) to assess again each student's personality and professional competencies as he concluded his preparation. Such data were to provide a base from which the staff could evaluate the effectiveness of what it was doing and could identify other preparational experiences needed by the student. Finally, the staff concluded that such data would also serve as a base from which conclusions and recommendations could be drawn regarding their experiences with these students.

To secure such data, the staff used several instruments and techniques. Some were used as the student entered the project and again as he concluded his preparation. Others were used periodically or continuously throughout the students' two years in preparation. The pre and post instruments used with all three groups included: (1) a staff developed questionnaire guided essay, (2) Minnesota Teacher Attitude Inventory, (3) Heston Personal Adjustment Inventory, (4) Self-Ideal-Ordinary "Q" Sorts, (5) Purposes of Education "Q" Sorts, (6) Graduate Record Examination, and (7) National Teachers Examination. Additional pre and post instruments used with PEPES II and PEPES III included: (1) Otis Quick Scoring Test of Mental Maturity, (2) Watson-Glaser Critical Thinking Appraisal, (3) Davis Reading Test, and (4) Leadership "Q" Sorts.

In addition to these pre and post data-collecting devices, the staff used several techniques for collecting both periodic and con-

tinuous data on the students, on themselves, and on the local district programs wherein the students worked. In this connection, it must be pointed out that both the procedures and the consistency of data gathering improved as the staff gained skill and understanding in employing the techniques. These techniques included: (1) records of class meetings, (2) records of staff meetings, (3) records of staff conferences with students on and off the campus, (4) records of conferences with persons interested in but not directly associated with the project, (5) records of students' reading, (6) questionnaires to superintendents, (7) questionnaires to students during and after they left the project, (8) field service reports by the staff, (9) an evaluative guide for staff use, (10) a supervisory program evaluative guide for student use, (11) interviews with superintendents, (12) supervisors' daily diaries, and (13) records of conferences in which the superintendents evaluated the preparational programs provided in the experimentation.

On file in the College of Education at the University of Kentucky is a complete collection of such data. However, the presentation and interpretation of such a mass of data would contribute little to the purpose of this report. Therefore, the major conclusions presented here are drawn from the interpretations of these data which are also supported by the staff's experiences. Such mutually validated conclusions are considered more accurate and significant than any which might be supported by either the research data or the staff's experiences alone.

Below are those major mutually validated conclusions which are the results of four years of experimentation in developing an effective preparational program for educational supervisors:

1. A preparational program for educational supervisors based upon the assumptions and implemented by the procedures described in this report is realistically feasible and does result in the development of effectively functioning supervisors.
2. It is possible for a preparational staff to begin developing a different type of preparational program with a set of assumptions and purposes and a tentative plan of operation. By assessing each activity and experience in terms of these assumptions and purposes, and by modifying its procedures in terms of these assessments and research data, a more effective program can result year after year.
3. Some individuals do not respond as adequately as others to the type of preparation developed in this study. There were students in each of the three groups in whom little change appeared as a result of the experiences provided in the project. Such persons also seemed to be

less effective as supervisors than did those who indicated the greatest amount of change.

4. It is likely that in this type of preparation people will exhibit behavioral changes indicating that they have:
 - a. developed a more adequate and consistent theory of education
 - b. developed a more effective functional concept of supervision
 - c. acquired many of the knowledges, understandings, and skills necessary for functioning effectively as supervisors
 - d. increased their skill and ability to apply the supervisory function of improving instruction to an increasing number of supervisory tasks.
5. Experiences in this type of preparation program also result in the participants' recognizing and accepting active leadership responsibilities in other areas such as: state committees and commissions, district and state organizations for supervisors, other related professional organizations, and state and local civic organizations.
6. School districts whose supervisors are involved in this type of preparation indicate significant improvements in both staff relationships and instructional programs. Such a program necessitates the clarification of purposes, the redefinition of roles, and action for instructional improvement.
7. A specific study of supervisory competencies indicates that:
 - a. Competencies are not isolated entities, but are interrelated, problem-solving tools which are necessary in terms of perceived problems arising in the performance of a specific task in a specific environment by a specific individual.
 - b. Competency patterns are constantly changing in terms of specific problems in specific environments by different individuals.
 - c. Competency development on the part of an individual probably can best proceed as that individual functions with full responsibility on the job, identifying his needs in terms of the problems and tasks he perceives as being relevant to the performance of his job.
 - d. Preparation programs should be geared to assisting the supervisor in the development of these competencies which the supervisor can perceive as being necessary and should recognize that competency needs will vary from individual to individual in terms of both the individual and the environment in which he functions.
 - e. The array of specific supervisory competencies is practically infinite; however, a preparation program must have some focus or direction which will offer a maximum of security to both the student and the staff. Because the specific competencies which have been identified during this experimentation seem to arrange themselves into some logical clusters, these clusters, or syndromes, might well offer a generalized focus for supervisor preparation. Therefore, the following ten syndromes appear to be comprehensive enough to provide a focal framework around which future preparation programs might be projected, specific competency needs of students identified, and processes for meeting these needs developed and tested:
 - (1) The knowledge and understanding of supervisory methods and techniques.

- (2) The knowledge and understanding of the role of the school in society.
 - (3) The knowledge and understanding of the school curriculum, and its development.
 - (4) The knowledge and understanding of instructional materials and resources.
 - (5) The knowledge and understanding of human growth and learning.
 - (6) The knowledge and understanding of one's self, and self-growth.
 - (7) The skills in helping individuals identify and find solutions to problems and needs.
 - (8) The skills of communication.
 - (9) The skills in working with groups of people to help them identify and find solutions to problems and needs.
8. Preparation is most effective for students with whom the staff is successfully able to:
- a. Establish a warm, continuous relationship which extends over a long period of time.
 - b. Cooperatively identify and clarify significant areas of knowledge and skills needed by the student to execute his responsibilities in developing a supervisory program.
 - c. Cooperatively develop experiences which provide for the acquisition of these knowledges and skills in such a way that they not only aid the student in his job but also aid him in his development.
 - d. Use each preparational experience as a starting point for further experiences.

Hence, this type of preparation is most successful when it provides a preparational program implemented as a long-range (two-year) continuous series of experiences based upon the developmental needs of the student as these are cooperatively identified and planned in terms of the responsibilities of supervision in the school district.

9. Staff participation in such a preparational program of this type requires knowledges, understandings, skills, and behaviors quite different from those demanded in other types of programs. Such a program is preparational for the staff as well as the student in that the staff must:
- a. Continuously evaluate its own levels of development
 - b. Identify areas of knowledges and skills needed to work effectively with students on the job and on campus in a manner consistent with the way the staff believes supervisors should work with personnel in their districts
 - c. Seek and develop experiences to provide these knowledges, understandings, and skills
 - d. Exhibit improvement in its ability to work with the students as they develop preparational programs.

Hence, this type of preparational program demands a behavior from the staff which exhibits that which it is attempting to teach, for behavior communicates meanings and insights that can be conveyed effectively in no other manner. As the quality of staff's individual and collective behavior increases so will the quality of the experiences provided for the students.

10. In this type of preparational program, it is significant to have each person employed full time as a supervisor in a school district. The district is the laboratory in which preparational needs are identified, concepts and skills tested, results evaluated and further preparational needs identified.
11. There is significant value in each group's beginning their preparation programs together in an initial summer's experience and continuing as a group throughout the two years. The common experiences of getting ready for a job, of identifying problems to be faced on the job, and of establishing relationships with other personnel in the school district serves to make them into a "reference group" which continues through the two years. This reference group adds significantly to the student's self-security, self-confidence and productivity. The problem of getting ready for the job provides the common purpose upon which preparational activities are based.
12. During the initial summer the following points are significant in determining the future productivity of the preparational program:
 - a. The staff should set forth specific purposes and objectives so that they may be clearly understood.
 - b. The staff should clearly establish the students' responsibility for actively identifying and pursuing experiences which are pertinent to their own growth and development as supervisors.
 - c. The staff should seek to develop an informal learning climate in which students have freedom to pursue avenues of learning significant to them.
 - d. The student and his field consultant should begin their working relationship early during the first summer rather than delay it until the student begins work on the job.
13. The internship is most effective as a part of this type of preparation program when:
 - a. The staff and the students conceptualize it as an integral part of a two-year developmental program. As such it provides an organizational framework through which continuity of experiences can be maintained as new preparational needs are identified and experiences provided in terms of the students working as supervisors.
 - b. The purposes and processes are jointly determined and clarified by the supervisor and field worker.
 - c. The frequency of field contact is based upon the perceived needs of the supervisor.
 - d. The ratio of supervisor interns to staff field worker is that of six to one.
 - e. There are frequent, warm and purposeful contacts between the staff field worker and the supervisor.
 - f. The field worker is able to work jointly and cooperatively with other agencies (State Department of Education or other colleges) which relate to instruction in the district as opposed to having these agencies work separately with the supervisor.
14. The settings in which the supervisor-interns function are extremely significant in determining the degree of growth experienced by the supervisor and in developing an effective supervisory program. This influence may be seen because:

- a. Supervisors develop (or change) more in those districts where the superintendent, principals, and other instructional leaders are actively engaged with him in developing instructional improvement programs.
 - b. Supervisors develop (or change) more in those districts where roles and role relationships are defined and developed by leadership personnel in terms of real purposes or problems of significance to instruction within the district.
 - c. Supervisors cannot define their own roles in abstraction or theory, but must define them in terms of the role perceptions held for the supervisor by others in the district.
 - d. The process of role definition in a school district aids in the development of the understandings and skills necessary for a supervisor to delineate his role in other situations.
 - e. Instructional improvement is greatest in those systems where the supervisor, superintendent, and principals function as a cooperative leadership team to improve the instructional programs within those districts.
 - f. The basic processes and procedures may be employed equally well in developing preparational experiences for supervisors of both rural and urban districts. In either case provisions should be made to help the student recognize and analyze the variable conditions unique to his setting, and to capitalize upon such unique factors as: geographic distribution of schools, community and school facilities and resources, mores of the community, community expectations of the teachers and schools, and the needs and interests of children and staff.
15. The acquisition of knowledges, information, understandings, and skills necessary for identifying opportunities for instructional improvement and for planning, initiating, and following through on activities to bring about such improvement is more effective when an individual concentrates his energies in a single depth experience than when he attempts to conduct several such activities at the same time.
 16. It seems to make little difference in the success of the program developed by the supervisor-intern whether or not the district has had a supervisor or supervisory program.
 17. The written report of the supervisor's daily activities, plans, feelings, and reactions is an effective preparational experience. It is valuable in establishing and maintaining closer liaison and communication between the supervisors and staff. Also, the reports serve as useful records and reference materials for the supervisors in assessing their preparational growth and the effectiveness of their efforts to develop their programs.
 18. Having the group of supervisors meet frequently is effective and essential. It is effective not only in providing a reference group for the supervisors, but also as:
 - a. A laboratory in which the supervisors may develop for themselves an in-service program embodying the same basic principles, knowledges, and skills as are involved in programs for teachers in their school districts.
 - b. A source of information for a staff in observing, assessing, and planning with the supervisors for further preparational experiences.

- c. A source of information for the supervisors in terms of ideas or solutions to problems they face in their districts.
 - d. A laboratory in which confidence can be built in the process of working with groups in the cooperative solution of common problems.
 - e. An opportunity for staff members to develop further their skills in functioning as a team working with a group.
19. Though the supervisors meet together frequently to share ideas and experiences and to work on common problems, there is no evidence that they tend to pattern their programs accordingly. Rather, the result seems to be a higher degree of individuality of local effort and program.
 20. Having the supervisors return to the campus during their second summer in the projects adds to the continuity of their developmental experiences. The continued use of the group as a reference group, as a group within which to share and discuss common ideas and interests and as a group with which to develop further common preparational experiences, is effective.
 21. The preparational experiences provided in the behavioral sciences seem less effective in traditional courses than in the "inter-disciplinary seminar" courses. However, both kinds of courses may be less effective than other experiences which are provided in the context of the developmental needs of the students.
 22. The second year in the internship should be a continuation and extension of the basic processes and procedures which were the focus during the first year. The second year is, then, an integral part of the two-year developmental program.
 23. For this type of preparation program traditional grading is incongruous and other evaluative techniques need to be developed.
 24. There seems to be an unusual state of readiness in those concerned with the improvement and development of education for the young people of Kentucky. A condition of vigor, stimulation, concern, eagerness to experiment and questioning of the old or traditional has developed as a result of the PEPES experimentation and many other forces at work within the state. Kentucky provides a rich seed-bed for fruitful research in preparational programs, curriculum development, adult education, and utilization of teaching materials and community resources.

Recommendations

The recommendations which are presented here are anchored in the conclusions and outcomes which have already been reported. The conclusions were value judgments based upon the interpretation of the experiences and data drawn from PEPES. The outcomes, also previously presented, were resultants of the four-year program. And the recommendations are offered as desirable next steps in a continuing sequence of effort to improve the quality of educational leadership.

Many recommendations might be made on the strength of the PEPES experiences. Certainly, it is hoped that more research and experimentation will be developed to gain further insights into concepts, processes and procedures of developing improved programs of preparation for educational supervisors. PEPES was not a definitive study; rather it sought to add to the body of knowledge concerning preparation programs for supervisors. Therefore, it is recommended that greater effort and intensified research be focused toward this task.

Developmental experimentation such as PEPES is not an end in itself. PEPES has been but a single step in a continuing effort to improve the quality of education. This step has been preceded by many other steps which have had the same general purpose. However, PEPES and its closely related predecessors—the Kellogg-supported project in preparing educational administrators, and the Rural School Improvement Project, supported by the Fund for the Advancement of Education—are components of a rather unique developmental structure.

The Kellogg project resulted in a conclusion that there was a need for further experimentation in using an "extended internship" as a part of leadership preparation. The Rural School Improvement Project concluded that preparation programs should be improved for the development of more effective supervisors. PEPES, then, incorporated these two conclusions into a program to further explore the internship as a part of a preparation program for supervisors. Thus, there has been a somewhat systematic sequence of steps in the development of preparation programs to provide effective leadership for the improvement of the quality of education in Kentucky.

In light of the conclusions drawn from PEPES, there needs to be further research and experimentation to explore and develop an expansion of the internship and team approach concepts as they relate to the development of more adequate preparation programs for instructional leaders. Such experimentation should seek to discover and develop more effective ways of:

1. Furthering the preparation of the various members of a local leadership team by working with them simultaneously in the school district where they are employed rather than attempting to prepare a single individual in isolation of the other members. Such a leadership team would include the superintendent, supervisors, directors of pupil per-

- sonnel, guidance counselors, principals and other selected staff members.
2. Utilizing the problems, needs, and resources of the local school setting as opportunities for providing preparational experiences for local leaders.
 3. Coordinating multi-institutional efforts in utilizing local school districts as laboratories for the continuing professional development of instructional leaders.
 4. Assembling and developing institutional, multi-institutional, and interdisciplinary staff teams within the preparing institutions to assist local instructional leadership in their continued development.
 5. Assisting local leadership teams to develop, evolve, and co-ordinate roles that various members of the team can effectively perform in instructional improvement.
 6. Evaluating the processes used in assisting local leadership teams so that the more effective processes may become integral parts of improved, continuing-leadership-development programs of the preparing institutions involved.

Thus, the four-year program of experimentation in improving the quality of preparation programs for supervisors has produced considerable evidence that such programs can become effective through the use of an extended internship, better application of the growing body of knowledge concerning learning, more effective application of knowledge from the related disciplines and more intensive effort. However, as this report indicates again and again, the supervisor is only one member of the educational leadership team and as such must perform in an environment which is subject to the vision and skills of all the other members of that team. Therefore, any effort aimed toward improving the performance of the supervisor must necessarily consider the roles and functions of the other team members with whom the supervisor must work. These roles and functions are inevitably determined by the people who occupy the various leadership positions. Therefore, there is a need for the development of preparation programs which are projected in terms of people in an environment, and in terms of the delineation of productive roles and functions in a particular setting. This, of course, means that in addition to programs of preparation for a leadership position there will have to be developed programs for leadership *in* a position.

The task of developing such comprehensive programs for educational leadership will not be simple, nor inexpensive. However, it must be done, and it can be done by experimentation, such as PEPES, in which the needed knowledge and skills can be identified and developed. This is the challenge PEPES leaves.